

AMERICAN  
ASSOCIATION  
OF JUNIOR  
COLLEGES

# JUN COL JOUR

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OCTOBER

1944

Vol. 22

No. 10

# JUNIOR COLLEGE JOURNAL

1201 Nineteenth Street, N. W., Washington 6, D. C.



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**SUBSCRIPTION:** \$3.00 a year, 50 cents a copy. Group subscriptions, to faculty of institutions which are members of the American Association of Junior Colleges: \$1.50 a year.

**JUNIOR COLLEGE JOURNAL** is published monthly, from September to May, inclusive. Communications regarding editorial matters should be addressed to Walter C. Ells, Editor, 1201 Nineteenth Street, N. W., Washington 6, D. C.

Entered as second class matter November 22, 1938, at the Post Office at Washington, D. C., under the Act of March 3, 1879. Additional entry at Lancaster, Pennsylvania, July 21, 1944.

# JUNIOR COLLEGE JOURNAL

OFFICIAL ORGAN OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1201 NINETEENTH ST.,  
N. W., WASHINGTON, D. C. . . . MEMBER OF EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Vol. XV

OCTOBER 1944

No. 2

## What of the Proprietary Junior College?

[EDITORIAL]

ONE OF THE commendable features of our system of education as it has developed in the United States is the existence, particularly at the college level, of both publicly and privately controlled institutions. Each type of institution has had a stimulating and beneficial effect on the other. Each has met the needs of certain types of students. Each should exist primarily for the benefit of society. Both are or should be "public" institutions in terms of their primary objective of service to the public, although differing in their method of control and support.

On the other hand, weak, inefficient junior colleges—and it must be confessed that some such have been organized under both public and private auspices—not only are not beneficial to society but are a disservice to young people entering them. They tend also to bring into disrepute the entire junior college movement.

One special type of junior college merits particular consideration. Most privately controlled junior colleges are organized on a non-profit and tax-exempt basis. Their control is vested in a board of trustees composed of social-minded citizens who serve without compensation as a public service to the youth of the land. There are a small number, however, which are dis-

tinctly proprietary in character. They are the personal property of an individual, or of a small group of individuals, and are conducted for the profit of their owner or owners. Often they are inadequately financed, insufficiently staffed, and unsatisfactorily housed and equipped. Too frequently their standards of performance are far different from their extravagant and sometimes misleading advertising and from the promises of their solicitors working on a commission basis. Such practices constitute a reflection upon the educational profession.

On the other hand, it should be pointed out, in all fairness, that some of the best junior colleges in the country, with unimpeachably high ethical and academic standards and full recognition by regional accrediting agencies, are proprietary institutions. As additional evidence of their standing it is only necessary to recall the fact that the heads of two or three of them in past years have been recognized as leaders by their colleagues through unanimous election to the presidency of the American Association of Junior Colleges. These institutions have a historical reason for existence on the proprietary basis which is scarcely valid for new institutions being organized today.

For the most part, however, the pro-

prietary institution tends to be weak and its mortality high. In the *Junior College Directory 1942*, proprietary control was indicated for the first time. Of the forty proprietary institutions then existing almost a third have since disappeared from the scene or have been transformed into non-profit junior colleges controlled by local boards of trustees. A considerable number of the better proprietary institutions of long standing have been reorganized as non-profit institutions in the past ten years. Others are considering such a change. This is a tendency distinctly to be encouraged.

College education should be thought of primarily as a social service to be furnished, not as a commodity to be sold. It scarcely seems in accord with the dignity and standing of a college that it should be subject to purchase and sale on the market like a grocery store or a restaurant. Logically, perhaps, there is no difference between an agency that furnishes physical food and one that furnishes mental food. But in the tradition and development of American educational institutions, particularly at the college level, college education almost universally is thought of as a social service to be furnished on a non-profit basis, not as a commodity to be trafficked in for personal gain. No standard senior college or university today is operated on a proprietary basis. Is there any good reason why a junior college should be if it wishes to be fully accepted as a reputable member of the collegiate family? In the early years of this century medical and dental education were prevailingly in the hands of proprietary schools and the situation was nothing short of scandalous. This unfortunate condition has been remedied by the elimination of all or almost all of the proprietary institu-

tions. Fortunately no such opprobrious condition has existed generally in the junior college field.

The proprietary junior college today, especially the newly established one, has "two strikes against it" at the start. There is no inherent reason why it *cannot* be a first class institution, but the chances are strongly against it. It has many initial handicaps. It is suspect from the beginning. College education is not commerce, it is service.

Several regional and state accrediting agencies refuse even to consider for accreditation institutions on a proprietary basis. It is to be hoped that this policy will spread, as far as recognition of new institutions is concerned. The Carnegie Corporation in its study of junior college libraries a few years ago, resulting in appropriations of \$300,000 to 92 junior college libraries, declined to consider for possible grants any proprietary institutions, regardless of their academic standing.

Granting that there may have been reasons in the past for the establishment of some proprietary junior colleges, there would seem to be no adequate social reason today for the organization of new ones on such a basis. There is special danger now, with the increasing popularity of the junior college movement and the probability of widespread expansion after the war, accelerated by educational services at Federal expense for millions of returning veterans, that individuals may try to establish proprietary junior colleges. This is a danger that should be recognized.

We need many more junior colleges, both publicly and privately controlled, to meet the legitimate and increasing needs for the education of youth at the junior college level. We need no new proprietary junior colleges.

WALTER CROSBY ELLS

# Junior Colleges Proposed for Great Britain

W. McG. EAGAR

**INTRODUCTORY NOTE:** At the annual meeting of the Association held in Cincinnati in January 1944 much interest was shown in the quotations in President Bogue's annual address from a pamphlet "Junior Colleges" published by the Education Advisory Committee of the British Liberal National Postwar Study Group. Many requests were made by those in attendance for an opportunity to see this report, or more extensive extracts from it. Lt. Col. The Lord Teviot was chairman of the Liberal National Postwar Study Group, while Mr. W. McG. Eagar was chairman of the Education Advisory Committee.

Even prior to the Cincinnati meeting, the Executive Secretary wrote to Mr. Eagar, in part, as follows: "I have just read with unusual interest the pamphlet 'Junior Colleges' published by your committee. . . . The junior college movement has had a very significant growth in the United States in the past 25 years. You are evidently proposing to use the term in a somewhat different sense in England, but I note many points of similarity in the real objectives of your proposed schools for the development of individuals as better citizens, and those of the junior colleges here. I am somewhat interested to know the reason you selected the term 'junior college' for your report. . . . I should like to publish copious extracts from your report in our *Journal*, if I may have your permission to do so. I am sure many of our readers would be intensely interested in your significant proposals, but not many of them are likely to see your printed pamphlet report."

To this letter Mr. Eagar replied January 31, 1944 as follows: "I am happy to have your letter of November 29th as it brings to light an educational Movement in the United States of which I was quite unaware. I read the enclosed folders with appreciation and have passed them on to the Secretary of the Liberal National Organization, Sir Rowland Evans. It is true, of course, as you suggest, that we used the term 'Junior College' in a very different sense from your own. But all schools for adolescents must of necessity have much in common and in a democracy they must, in particular, aim at the cultivation of individuality and personality. Mr. Butler, in bringing forward his Education Bill, did not adopt the name we used; he came pretty close to it, however, in 'Young People's Colleges.' We wanted a term which would be attractive to boys and girls who acquire the status of workers after leaving the schools of their childhood. 'Going back to school' conveys a threat to the independence of the wage-earning youngster. 'College' has not the same childish associations and 'Junior' was a means of differentiating the more dignified word from places where B.A.'s and other agglomerations of initials are acquired. We accepted the term which Mr. Butler prefers, while we hope that we made some contribution to the choice of 'young people's colleges' rather than a name which the youngsters of whom we are thinking would regard as opprobrious. You are entirely at liberty to publish any extracts you wish from our Report, and we shall be gratified if they interest your readers."

It is rather interesting to note that the term "junior college" was selected quite independently and without knowledge of its widespread prior use in the United States. The British Education Bill represents the most sweeping reforms in English education since the Education Act of 1902. It was during the first World War that the Fisher Act, another extensive educational reform measure, was passed. The present Bill was passed by Parliament during the summer. Below are printed brief extracts from Lord Teviot's "Foreword" followed by more extensive quotations from the text of the report.

## Foreword

THE Education Advisory Committee is one of the committees set up by the Liberal National Post-War Study Group. Under the able Chairmanship of Mr. W. McG. Eagar, the Committee has for several months been considering the problems of post-war education. In this, its first report, the Committee deals with the education of

the adolescent as an individual and a citizen. . . .

I believe that the name "Junior Colleges" in place of "Day Continuation Schools," as suggested in this Report, is a very happy choice, and I hope it will be adopted by the Board of Education.

The importance of wise and adequate provision for the education and train-

ing of the adolescent cannot be over-emphasized, and I am of the opinion that this Report will be regarded as a valuable contribution to the discussion of the problems involved. . . . —Lt. Col. The Lord Teviot, D.S.O., M.C., Chairman of the Liberal National Post-War Study Group.

#### *Junior Colleges*

Nothing is more striking in present pronouncements on post-war education than the unanimity of the demand that all boys and girls who cease whole-time education under the age of 18 should receive part-time education up to that age. Scarcely less significant is the general agreement that the voluntary Youth Organizations which concern themselves with the welfare of boys and girls out of school and over school age, should be assisted to continue their work in cooperation with the new system of part-time education for adolescence. It is, in fact, now generally agreed that, in addition to lengthening the period of whole-time education for its children, the community should extend its care and control over its young people throughout their adolescence, insisting on a certain minimum of attendance for instruction and fostering their leisure-time recreations and cultural activities.

The general principle of continuing education from infancy to the threshold of adult life was accepted by Parliament in 1918 and embodied in the Day Continuation School classes of Mr. Fisher's Education Act. It was abandoned in 1922 in the throes of the post-war economic crisis. . . .

The Fisher Act placed all boys and girls under an obligation to attend Day Continuation Schools for a minimum of 320 hours (8 hours a week for 40 weeks) in the year and obliged Local

Education Authorities to establish such Schools from an appointed day to be approved for each of them severally by the Board of Education. The present demand is, in effect, for the revival of those provisions. . . .

#### *The Sense of Citizenship Renewed*

. . . Since 1922, some important experience has been gained in the field of adolescent education—in the wide sense which that phrase ought to bear. Educational thought on the problem has been active. It has emphasised in particular that adolescence is the age of social awareness and that, if habits of good citizenship are not then formed, the opportunity may be lost for ever. The brutal challenge of totalitarianism has renewed our national faith in democracy and has emphasised certain weaknesses in both our practice and our teaching of citizenship. We have more than ever to insist on the right of each individual to share in, and on his duty to contribute to, the common good, and it is evident that the true conception of freedom and duty must be inculcated at the age when childhood is being left behind and the habits of a life-time formed. What has been called "day continuation schooling" must be thought of pre-eminently as preparation for democratic citizenship, in the sense not of schooling bodies and minds for obedience but in that of developing personalities for social co-operation.

In the light of present needs and modern conceptions of education for adolescents, the term "day continuation schooling" seems inadequate if not misleading, because adolescence is now thought of, not merely as a continuation of childhood, but in its proper sense as the beginning of adult life. Young people who have started work

do not wish to be kept on at school. They want to advance to another stage, and every reasonable recognition must be given to their desire to do so. We have adopted, therefore, in this Report the term "Junior Colleges" to denote part-time schools of the type hitherto known as Day Continuation Schools.

#### *Character of Junior Colleges*

The character of the Junior Colleges will be decided by the purpose which the community intends them to serve. That is both fundamental and final. The staffing and the curriculum, to say nothing of the location and planning, of any new school is governed by the object of the education which is to be given in it. The object of the Junior Colleges will be more clearly envisaged than was that of the Fisher Act D.C. Schools, because the necessity of bridging the gap between childhood and adult life is even more obvious now than in 1918. Neither makeshift buildings, nor casual staffing, nor vague ideas of carrying on what the elementary schools have done or making good what they have left undone will do. The Colleges must, to quote a pregnant saying of Sanderson of Oundle, be "spacious undertakings," worthy of the young citizens who will be their members. The 1922 failure must not be repeated, and we urge that the Government, before announcing any scheme for part-time education, should consider how to make the case for it convincing and the schools attractive. . . .

#### *Self-Realization in Society*

To enable boys and girls as they grow to adult powers and responsibilities to realise in themselves the potentialities with which they have been endowed, and to put within their reach

the means of attaining the goodness of body and mind which their highest ambitions indicate, must be the guiding purpose of our education of young citizens. They have the right to be themselves. They have to learn the lesson taught by Christianity, and by all the religions and philosophies whose main principles are consistent with democracy, that they cannot be themselves in a social vacuum. Self-realisation cannot be achieved without service to others, and service to others necessarily involves service to the community to which each of its members has to make his individual contribution. Junior Colleges should be schools where citizens of the near future are taught to be good citizens, for their own sake as much as for that of the community of which they are part. Their good citizenship will neither be passive acceptance of benefits nor unthinking acquiescence in the popular opinions and standards of the moment, but rather the consciousness and practice of positive membership of a community which bases itself on the right of each citizen to be a free individual, and for that very reason claims his service and makes every effort to ensure that he is fit and willing to render it.

#### *Time-Table and Curriculum*

We are assuming that part-time education will, for the time being at any rate, claim young people only for one day in the week, or, possibly, two half-days. The School conducted on a half-time basis by certain shoe manufacturing firms at Street in Somerset proves, however, that half-time employment is feasible; it may in some conditions suit employers better than more limited part-time education. In the Street factories two boys or girls

are taken on for each vacancy. Each attends school for five half-days per week and is paid one shilling for each attendance over and above wages earned in the working half-week.

We cannot enter here into details of the curriculum of the Junior Colleges, which will be constructed by professional teachers to express the purpose laid down by legislators and administrators. Junior Colleges will not primarily be vocational; nor will they be technical schools. The guiding purpose already stated, to be schools of good citizenship, will be interpreted by common sense and educational skill in the light of the time available, the quality and disposition of the pupils and the type of occupations open to them.

A sound general education can be built up round an occupation. Many subjects can be taught in relation to the industry in which the pupils are engaged. The story of an industry's development, the sources of the commodities used, the technical processes involved, the markets already supplied and available, all form the basis of teaching subjects of essential importance and wide interest. The connection is more difficult to make in some occupations than in others, but even boys and girls whose work consists of little more than running errands, or in ceaseless repetition of some mechanical process, can relate their jobs to the life of the community as a whole. The essence of the method is to teach subjects not *in vacuo* but in direct relationship to the experience of actual life which is being gained.

#### *Guarding and Guiding*

On the other hand, the most obvious task of the school in some places will be to counteract the numbing, or even distorting, effects of the occupations

followed. The one object always in view will be to guard and guide the development of the pupil's person and personality. There is no simple recipe for that. Every educationist will recognise that it involves some instruction of a factual kind, much directing of interests to openings outside the school or the workshop, and an immense amount of encouragement and inspiration. The instruction of the school must include the use of the mother-tongue in speaking and writing, the art of fair debate, practical calculation, appreciation of natural beauty and skilled craftsmanship and the formation of good physical habits. If only that were achieved it would be something. But it is possible to base on that foundation a many-branched superstructure of hobbies and cultural pursuits. . . .

It is impossible to exaggerate the importance of the directive function of the Junior Colleges, briefly referred to above. They must open the door wide to interest in life and to understanding of the world and its peoples. Everyone concerned with them must realise that this new expansion of the nation's educational system is not intended for children who are refusing to grow up, nor for sappy intellectuals, green shoots of scholasticism ripening towards professorships, but for cheery and lively young people already in employment who have put away childish things and are reaching out to fulness of life. They need friendship, leadership, and inspiration, and they respond to it. Many of them are not particularly anxious to be taught. They may have to be led to believe that there is much for them to learn which will add to the interest and usefulness of their lives. Others of them may be hungry for knowledge and understanding. Their employment may leave most of their

curiosities and ambitions unsatisfied. A Junior College may at least show them how their practical, intellectual and cultural urges can be expressed....

### *Freedom to Choose*

... Voluntary bodies cannot meet all the needs of all young people. They can only do some things for some of them. What they can do, however, is indispensable. The task of universalizing adolescent education must fall on the education authorities. They must provide teachers, buildings, playgrounds, and equipment. But they must do more than provide; they must prompt and encourage others to do things, even things which they could do themselves. Nothing could be worse for a nation than the imposition of a single pattern on its adolescents. Young people in their leisure time must be free to exercise that choice of activities and interests which is essential to the healthy growth of character.

### *Integration*

The Junior Colleges, however, must offer leisure time activities to their own pupils. They should use their buildings in the evenings for Clubs, meetings, voluntary classes, and all those activities which give a school social reality. On the one-day-a-week plan their total of pupils will be five times their number of places. They will not be able to cater for the leisure time of all of them. A number of boys and girls will be more strongly attracted by Organizations associated with their home areas, their home life, their Church membership, or other loyalties. In each neighbourhood served by a Junior College there will be a number of voluntary organizations. If there is not to be rivalry, there must be an alliance. There should be a

substantial measure of integration. Without that there would be loss and some degree of failure all round.

Integration, however, cannot be effected unless an intelligible and defensible relationship can be established between the teachers in the Junior Colleges and the leaders of voluntary organizations. In adolescent education teaching and leadership are much the same thing and personnel has to be thought of in terms of teacher-leaders or leader-teachers. It is difficult to see how enough teachers can be found for the Junior Colleges unless a number of men and women are brought in who have not qualified as teachers in the ordinary way, and no insuperable professional difficulties should arise once it is realised that adequate numbers cannot be obtained by the ordinary methods of entry and that, to teach adolescents, people who have had experience of life as it is lived in office and factory have a definite advantage over people who have gone from school to Training College, and from Training College to class-rooms of their own.

### *Incentives to Positive Health*

... The war has reminded us of the enduring importance of physical fitness. The Junior Colleges will heed that lesson, not with a view to another war but to a nobler and securer peace. Their curriculum must give an important place to physical education as part of a comprehensive health service which includes medical inspection and treatment of the ailments and defects which have persisted into adolescence or are incidental to adolescent growth. It might well include some system of physical tests which encourage pride of body and a sense of personal achievement, such as that already adopted by the pre-Service organizations, or the

County Badge Plan, which has a coherent doctrine of mental and moral training through the development of physical powers. The Junior Colleges will have an unequalled opportunity of cultivating habits of healthy living and of fostering an enthusiasm for positive health. . . .

#### *Contact and Connections*

Moreover, the Junior College must work in co-operation, and if possible in actual contact, with all other community arrangements for the benefit of the young people who attend it. The College must, in fact, be the means by which the community keeps in touch with its prospective citizens between the age of leaving school and adulthood. . . .

#### *Assumptions and Particular Points*

*Buildings.* Premises for the new Junior Colleges should not be hole-and-corner, makeshift architectural reach-me-downs, but dignified, ample and well-placed buildings. They might be built with provision for expansion as the number of their students grows, so as eventually to accommodate one-third of the 16-18 year old population. They should be given high priority in the post-war building programme. Adequate playing-fields—or, in built-up areas, playgrounds—should be provided, and class-rooms should be capable of use as Club rooms and meeting places for Juvenile Organizations.

*Religion.* Every effort should be made for effective liaison with the Churches and voluntary organizations of all kinds catering for youth. Far from shirking the question of religion, the Junior Colleges should recognise that adolescence is the time of spiritual awakening, of the flowing of the emotional tide and of deep stirring of intel-

lectual curiosity. Without committing themselves to dogmatic instruction in any sectarian sense, the Junior Colleges would assemble for their own daily act of prayer and worship, and give time for religious discussion, welcoming for that purpose into the schools both clergy and laymen with spiritual convictions, who can frankly and sincerely answer the questionings of young active minds. They will strive to bring their members into contact with men and women of vivid personalities and vigorous faiths for living.

*The Open Door.* The Junior Colleges would welcome other men and women outside the teaching profession whose interests are relevant to the needs and ambitions of their part-time pupils. The experience of the Voluntary Organizations has proved the immense value to boys and girls of contact and friendship with adults of wider experience than their own, and the Junior Colleges would have a great opportunity of developing civic, national and world consciousness by a policy of the discreetly opened door.

*The Open Window.* Although much can be done in one day a week, the ultimate ambitions of the Junior Colleges should not be confined to what can be done in that limited time. The Colleges would be concerned with the whole life of all their pupils. Evening and week-end activities, recreational, athletic, cultural, and social, would be part of the Junior College's life. They would recognise, however, that membership of outside Organizations in the utmost possible variety should play a formative part in their pupils' lives. They would regard the Voluntary Youth Organizations as an extension of their own work; and the Voluntary Organizations in their turn would regard the Junior Colleges as an essential

framework to which their own activities are an invaluable annex. Holidays—not less than a fortnight in the year—would be used for social education in Camp, for special training of various kinds and for the stimulating enjoyment of travel at home and abroad. Camping facilities within week-end reach would be used to promote fitness and to widen interests. The College curriculum should give some time to the encouragement of cultural outdoor hobbies, which would give fuller meaning and interest to walking, cycling and travel.

*Administration.* As the Junior College would be the focus of Youth Service in the area, the staffs of the Local Education Authorities would need to include administrators who combine educational vision with knowledge of the world and an understanding of the functions and tradition of the Voluntary Organizations. The Heads of the Junior Colleges must be men and women with similar qualities, who have time to play their part in the general life of the community.

#### *Faith in the Future*

The Junior College in every city, town or village, should be a bold expression of the community's faith in its future. It should be everything a school can be, and more than that, for on it will pivot a comprehensive and intelligent system of care, guidance and encouragement of the young people who, before many years have passed, will be either the problem or the pride of the nation. The Colleges will stand as a memorial to the spirit of greatness which has inspired our people in the present war, erected to ensure that, as that spirit subsides with the emergency which called it forth, following generations shall be not only worthy of the

freedom which has again been won for them but shall enter on their inheritance of privileges and duty with every possible chance of being worthy of the one and fit for the other.

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#### A POSTWAR WORLD

"Education in a Postwar World" was the subject of an address by Ordway Tead, chairman of the Board of Higher Education of New York City, at the fifth annual luncheon of the Tuition Plan, Inc. Dr. Tead spoke as follows with reference to the junior college:

I think we all must realize that the two-year college is in for a tremendous development. Particularly those of us here in the East who have not typically confronted it as a familiar type of college must be prepared to examine it sympathetically and realize the extraordinary contributions that the two-year college can make in the total educational picture. I must say a further word about this.

The junior college will be in line with the trend for a broadened exposure to more education for more people, and insofar as it is public education, it will also be free. Moreover it has certain other technical educational lessons for us all that will be most salutary. My observation is that the attack upon educational content in terms of a breaking down of artificial barriers between liberal and vocational subject matter is already a substantial educational contribution of junior colleges. They do vocational teaching, but they also do liberal arts teaching; and one is at some difficulty always to find where the one begins and the other leaves off. And that, in my view, is sound education. The kind of tradition in which you and I have been brought up, that there is something virtuous and superior in liberal arts training and something invidious in vocational arts training, is one of those unfortunate dichotomies which as rapidly as possible we can well forget. Indeed, the whole attack upon subject matter at the junior college level is in terms of what we may characterize as the relevancy of the subject matter to student problems or as a functional treatment of the subject matter for student life needs. The words "relevancy" and "functional" are the key notes being struck.

## New York's Plan for New Institutes

GEORGE D. STODDARD

THE NEED FOR the proposed Institutes of Applied Arts and Sciences in the State of New York can be understood in relation to a few statistics.

In the last forty years the population of high school students in the State has multiplied by 1100 per cent, reaching a maximum of nearly 700,000 in the years just prior to the present war. However, this statistical item should not be allowed to stand by itself. It indicates a vast upward turn in educational expectancy, but it does not reveal the distance we have yet to go. For example, the enrollment of children in the schools of the State of New York, year after year, is about 300,000 below the school census of children from five to eighteen years of age. Of those who start a high school program, less than 50 per cent finish; of those who are graduated, 42 per cent go on to some form of higher education.

In the State of New York there are maintained, through public and private institutions, wide opportunities for standard four-year college and professional work. In this respect the State is strong, on both the quantitative and

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GEORGE D. STODDARD, in his capacity as New York State Commissioner of Education, has been active in the development of plans for the 21 New York State Institutes of Applied Arts and Sciences described in his article. Before he went to New York in 1942, Dr. Stoddard was for many years on the faculty of the State University of Iowa, where he taught psychology and education, and served as dean of the Graduate College. He also was director of the Iowa Child Welfare Research Station. Dr. Stoddard received his Ph.D. degree from the State University of Iowa. He has been awarded honorary degrees by a half dozen colleges and universities. Dr. Stoddard is the author of many monographs and magazine articles on various aspects of education.

the qualitative side. Still, in the facilities for state-supported education beyond the high school level we find at once certain rigidities and deficiencies. For students who wish to go into teacher-training, agriculture, veterinary surgery, home economics, ceramics, and forestry, there are state-supported institutions maintaining the highest standards. There are also several technical institutes of agriculture located in the rural areas. They offer two-year curricula in practical agriculture and related arts. There is a Maritime Academy which prepares officers for the Merchant Marine, and presently for the Navy.

Under private auspices there are maintained a few junior colleges, but it may be said that this field has not been adequately developed in the State, either publicly or privately.

The Regents plan, therefore, is designed to take up some of the lag in educational opportunity. The trend throughout the country indicates a demand for education beyond the high school level, and this demand cannot be met by relying upon four-year colleges or upon a few special curricula which are technical or professional in character. To quote from the Regents Plan:<sup>1</sup>

The Regents recognize, as previously mentioned, that there are still large numbers of boys and girls who do not take advantage of the full program of secondary education, and, further, that many high school graduates will expect to apply their knowledge in a vocation on completing an educational program two years beyond high school graduation.

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<sup>1</sup> *Regents Plan for Postwar Education in the State of New York*. The University of the State of New York, State Education Department, Albany. 1944. Pp. 12-13.

Under proper guidance, a high school graduate should be able to clarify his principal vocational interests, if he does not plan to spend four years in college. At the same time, every encouragement should be given to the boy or girl entering upon a four-year college curriculum.

The Regents' solution to this problem is three fold: (1) The development of a new system of state-supported Institutes of Applied Arts and Sciences; (2) The establishment of a new system of scholarships; and (3) The strengthening of offerings in the present system of state institutes and state colleges.

The new institutes are to be related to each other in a state plan under state support. While they will exist physically in a particular locality, they will be functionally integrated with the region and with the State as a whole.

As the school districts carry their programs up to the age of 18, or to high school graduation for most boys and girls, there is provided a broader and stronger base for the upward extension of education. For some time to come the proposed Institutes of Applied Arts and Sciences, together with the extensive list of private and public colleges, should meet the demands for advanced work.

It is proposed to spread these institutes—21 in number—on a regional basis over the State. In New York City it is proposed to place seven directly under the Board of Education, one centering in each of the following occupational fields: Aviation, graphic arts, industrial arts, automotive arts, food occupations, machines and metals, and communications. Four additional institutes will be placed under the Board of Higher Education, one each for the city colleges, namely, Brooklyn College, College of the City of New York, Hunter College, and Queens College.

In New York City this means that they would be immediately accessible to large numbers of students graduating from high schools. Student expenses and transportation would be reduced to a minimum. The other state institutes, similarly, would be placed in large centers of population. Hence the institutes take on the character of

community or regional junior colleges, vocational in type. They are not expected to duplicate the general or liberal offering found in the first two years of a standard college. At the same time, they will not be given over exclusively to technical or trade training. To quote from the Regents Report:<sup>2</sup>

The curriculums will include:

1. A basic preparation for selected arts, technologies and subprofessions which require a technical proficiency not reached in high school programs. Some of the indicated occupations are those of: draftsmen, electrical technicians, store operators, dietitians, radio technicians, workers in hospitals, and in building, automotive, aviation and photographic services, laboratories, graphic arts, transportation, communication and electronics.

2. Related offerings in arts and sciences.

3. Personal and civic arts designed to further the general welfare and understanding of the students. Instruction in English, social science and other liberal subjects is considered essential to personal growth and citizenship.

All these courses should be practical, for the main idea is to provide a useful extension of education beyond the secondary level. Since it is important not to close the door to further education on the part of students displaying appropriate academic interests, arrangements will be made for accrediting courses taken in an institute if presented later at a college or university, in so far as the work can be considered interchangeable.

The constant aim in the work of all the institutes is to relate curriculums to the actual needs of students preparing for a vocational career within two years. The curriculums should carry an appeal to both boys and girls, and they should be sufficiently flexible to allow for changed conditions. Since the institutes are on a postsecondary level, they require for admission high school graduation, or its equivalent. But the institutes will not insist upon a particular distribution of high school subject matter nor upon an arbitrary academic rating.

In addition to the main two-year program leading to a certification of accomplishment within a field of specialization, there will be offered extension, short-term and part-time

<sup>2</sup> *Regents Plan for Postwar Education in the State of New York.* The University of the State of New York, State Education Department, Albany. 1944. P. 14.

cooperative courses for which the admission requirements need be only maturity, interest and aptitudes appropriate to the work chosen. This should appeal to large numbers of adults and displaced workers and to employed persons in need of refresher courses.

Wherever possible, collaboration will be undertaken between institutes and other educational institutions, either public or private. We expect to provide adequate guidance and counseling services.

While provision must be made for changing conditions, one concept may be considered as basic to the success of the plan, namely, that these institutes will remain terminal on a two-year basis. It is expected that technical, liberal or professional needs beyond these two-year programs can be met by existing institutions or by modifications of their curricula.

The institutes will prepare men and women for what might be called the noncommissioned officers' ranks in a large number of industrial, commercial, agricultural and civic pursuits. However, one institute, devoted to training in retail business management, will have for its coverage the whole State. Another special institute, to be located at Albany, will be devoted to public service training. Another project endorsed by the Regents consists in the establishment of an Institute of Labor and Industrial Relations as a part of Cornell University. These institutes may be regarded as variations upon the major theme of the institute plan.

Since the institutes may be regarded as an upward extension of secondary work, it may be asked why we should not require local school boards to add a 13th and 14th year to their high schools. Under our plan of state and local financing, this would not be feasible for most communities. The plain

truth is that many cities are reaching a saturation point in local taxes and must count upon a substantial upturn in state aid if they are to retain their effectiveness at the elementary and secondary levels. They could not, with a good conscience, set up two-year institutes or junior colleges. Moreover, the institute needs a broader base than can be furnished by the small high school. By the utilization of modern facilities in transportation, especially buses, we feel that each institute can serve a radius of 30 or 40 miles without undue hardship upon the student. Very likely some boarding arrangements will be made. (Dormitories are already available in the State Institute of Agriculture at Farmingdale, Long Island.)

Eventually some of the larger cities may extend their technical high schools through additional years, thereby embarking upon enterprises consistent with the work of the institutes. Similarly, private colleges may wish to develop a junior division that is sufficiently well organized and self-validated to constitute a natural terminal program; we are counting upon this outcome as a means of developing the general junior college.

We may ask, What is the occupational or subprofessional need for the kind of training contemplated in the institutes? I am indebted to Dr. Lynn A. Emerson and Dr. J. Cayce Morrison for the following data. They indicate the ratio of the "non-commissioned officer" or technologist to the "commissioned officer" or engineer, in various industrial enterprises.

Lumbering and wood processing (Washington) .....	20.0
Shipbuilding (Maine) .....	13.6
Pulp and paper manufacturing (Maine) .....	10.3
Electrical equipment manufacturing (Massachusetts) .....	10.0
Textile manufacturing (North Carolina) .....	9.8

Telegraph and telephone communications service (Illinois) . . . . .	9.7
Rail transportation (Alabama and Utah) . . . . .	9.1
Metal products manufacturing (Connecticut) . . . . .	8.0
Iron and steel production (Pennsylvania) . . . . .	6.0
Machine tool manufacturing (Connecticut) . . . . .	5.5
Electric power production and distribution (Oregon) . . . . .	5.3
Petroleum and butadiene production (Texas) . . . . .	5.3
Metal mining (Colorado) . . . . .	5.2
Automobile manufacturing (Michigan) . . . . .	4.2
Industrial chemistry (Delaware and Missouri) . . . . .	2.2
Hydro-electric development (Tennessee) . . . . .	2.0
<i>Ratio for above industries combined . . . . .</i>	<i>5.2*</i>

Similarly, a study in New Jersey of 99 industrial concerns, normally employing nearly a million persons, revealed a ratio of 4.4 technicians to each professionally trained engineer. Of course many of the occupations, preparation for which is implied in the institute plan, are not related to engineering, but to agriculture, nutrition, distribution, transportation, and personal services. It appears likely that the need for workers with definite skills and experiences of a subprofessional character would be even greater in these areas. Thus far, such workers have been prepared in a *laissez faire* manner.

For great clusters of jobs that require little expert training, the curriculum could offer a varied diet in basic learnings, together with further work in the arts and humanities. A 40-hour work week leaves at least a 60-hour week of waking time, in which personal skills, experiences and habits are of paramount importance. English, consumer education, general science, psychology, sociology, literature, history, government and the arts, need

no defense in the American way of life.

As a matter of fact, breakdowns in these areas, leading to ill health, delinquency, emotional difficulties, and domestic and civic unpreparedness, constitute a blot upon our record as a nation. We are great workers and technologists, but we have not yet learned the secret of happiness, cooperation and cultural progress. We have the natural resources, the technological development and the social framework for giving a great lift to life in all its complexity. Nevertheless, it seems unlikely that we shall solve the major problems of adjustment and progress unless every citizen shares more bountifully in the fruits of education.

I should hope that, eventually, 90 per cent of our students may graduate from high school, and that about 80 per cent of the graduates would take up further work in an institute, junior college or college. It is true that<sup>3</sup>

To many persons these estimates appear outrageously high. They look about, seeing no such reservoir of talent, even as the czars of old observed that the masses were doomed to poverty, illiteracy, and degradation. The estimates are high, and will so remain, until such time as we apply a knowledge of environment to the growth of the child, erecting social structures that will bring each person to his highest level of development and achievement. Only then can we truly undertake a revision, downward or upward: what is important to the educator, as to the high-jumper, is the present belief that it can be done.

It may be asked, "What is the present status of legislation involving these institutes?" The statute under which we are selecting sites, preparing curricula, and planning buildings, reads as follows:

1. The state education department may, with the approval of the director of the

<sup>3</sup> Stoddard, George D., *Tertiary Education*, The Inglis Lecture, 1944, Harvard University Press. Page 18.

\* Computed by considering number of employees of different groups in the industries in the states named.

budget, establish institutes for the purpose of providing education and training for men and women, in arts, crafts, subprofessions and technologies including agriculture, retail business management and aeronautics, through curriculums not exceeding two years in length.

2. The education department, with the approval of the director of the budget, may rent facilities or quarters for carrying out the provisions of this act in so far as such facilities or quarters are not now available in existing institutions or programs.

3. The commissioner of education, with the consent of the superintendent of public works, is hereby authorized to take title free of encumbrances and existing easements, and without cost to the state of a site or sites for the erection thereon of a building or buildings for meeting the purposes of such institutes.

4. The education department may accept equipment and materials, or the loan or assignment thereof, from public or private sources or agencies for the benefit of any school or institution.

We believe that in this vast program New York is advancing on all fronts. As we contemplate the return of perhaps 100,000 veterans to the educational institutions of the State, we sense the need for getting along with this program. Yet we must avoid hasty decisions and developments. When the war ends, we shall, in some respects, be ready in the State of New York at all levels of educational opportunity. But for veterans, as for the 120,000 boys and girls regularly graduated from our high schools, our plans will be incomplete. Getting ready—through the expansion of existing institutions at all levels, through the new institutes described above, and through a substantial upturn in scholarships—is in itself a continuous process.

#### PLANS FOR VETERANS

The Junior College of Connecticut has announced an excellent ten-point program to accommodate veterans and essential defense workers whose formal education has been interrupted by the war. It is as follows:

(1) Appointment of James H. Halsey, assistant to the president and director of evening classes, as the coordinator and supervisor of the veterans educational program

(2) Willingness of the College to offer any subject at any time for which there is a sufficient group, thereby eliminating the necessity for veterans to wait until one of the regular semester starting periods

(3) Adoption of a tutorial plan whenever possible so that persons may enter some classes at irregular periods

(4) Inauguration of an "honors plan" in subjects where possible for those students who are qualified

(5) Acceptance of credits earned during military service

(6) Acceptance of certain experiences in war work or elsewhere supporting the College's former statement that applicants will be judged on a basis of "demonstrated competence"

(7) Inauguration of a plan to prepare non-high school graduates for the State Equivalency Examination which gives those who pass the test the legal equivalent of a high school diploma

(8) Establishment of an orientation course for veterans and others featuring instruction in study techniques

(9) Development of many short-term transitional courses for groups wanting highly specialized training

(10) Addition to the staff of a guidance expert to assume major responsibility for counselling this group.

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In Minnesota the towns in which junior colleges exist do not send many freshmen to the university, but do send students with advanced standing who do better, on the average, than the transfer students from private colleges, and just about as well as our own freshmen.—Roland S. Vaile, in January *Annals*.

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The function of junior colleges in our educational program is of consequence in the long-range development of American education and in the arduous processes of immediate postwar rehabilitation.—*Harvard Educational Review*.

## Safeguarding the Health of Our Students

KATHARINE TRUMBULL

MUTUAL UNDERSTANDING, respect, and thorough professional preparation of personnel form the basis for a cooperation between the Health Service and the Physical Education Department, in junior colleges, which is essential to the best interests of the student.

Daily there return to school students who are recuperating from colds, influenza, digestive upsets, and various injuries—students who should not take part in physical exercise, except mildly, until the full effects of the illness have passed. In all upper respiratory infections, including sinusitis, laryngitis, bronchial and other irritations, the infecting agent can injure the heart and other organs. The danger of sequelae has not passed until a week or so following the disappearance of the major symptoms of the acute stage.

During this time, students should not be allowed to participate in exercise. However, since there is much to be gained by attending the class, they should be required to observe the instruction, and enjoy the open air and sunshine. On cold damp days, it would benefit their health more if they reported to class, then were sent indoors. Passes to a room fitted out with reading material on sports, or

permission to go to their own rooms or to a room where they might rest lying down, would be far more valuable. Young women with mechanical injuries to the body, however, should most certainly observe the class in any kind of weather which permits the games to be played outdoors.

The private boarding junior colleges, such as Gulf Park, are usually fortunate in still having the services of a full-time graduate nurse, to whom women with any type of infection or injury report. A school is further blessed if this nurse understands the connection between the Health Service and the Physical Education Department. Still luckier is that institution in which the director of the department possesses the technical background and training which enables her to understand the medical implications of the taking of exercise during various types of lapses from perfect health. To find both departments cooperating to the utmost in efficiency, fully backed by the administration, is all too rare.

Public junior colleges, often not this fortunate, need not relax in their search for the next best thing. If there is no nurse to whom a student can report to receive attention and secure her "observation" slip, she can at least go to the physical education department before the activity begins, and be given permission to "observe." It is realized that a few who do not need it will request this favor, but it is perhaps better to grant it to too many than to require a student to exercise when she shouldn't, just because the instructor was uncertain about her need to be excused.

KATHARINE TRUMBULL, who holds a B.S. degree in physical education from the University of Wisconsin and an M.A. from the Colorado College of Education, is instructor in physical education at Gulf Park College, Mississippi. About her article Miss Trumbull says: "It was inspired by the close cooperation which exists at Gulf Park College between the Health and the Physical Education Departments—a situation which physical education instructors dream about but are seldom lucky enough to have."

It is the custom at Gulf Park College for the nurse to bring daily to the Physical Education Director's desk a list of those who are in the acute stages of upper respiratory infection, are convalescing from illness, or who have mechanical injuries such as sprains, cuts, breaks, etc. This list indicates how many days the student should "observe" the class. The nurse, who understands the situation perfectly, also indicates whether the young woman should observe during damp cold days outdoors, or whether she should be excused to go to her room. Sinus and other respiratory infections indicate protection from chill damp winds, but students with cuts, sprains, and fractures can most certainly be outdoors if the class is able to be out.

Many instructors find that students learn a great deal during their periods of observation, and also they are a help to the teacher. They can keep score in games and in athletic ability tests, and can assist in coaching. Often it helps them correct their own errors to help analyze the mistakes of others.

Rest is often definitely indicated in the convalescent stages of colds and infections. Public and day schools should have a room for this, kept clean, darkened, and with good ventilation. There should be changeable pillow slips, washable blankets, and silence should be observed. A great help, too, is a small study room fitted out with health material, sport books, magazines, and pictures, which may be an inspiration and a means of assisting in educating toward a better attitude toward games, exercises, and health.

The junior college administrator who clearly understands these necessities and makes provision for one of the three methods of handling the problem (observation, reading in sports, or

rest) is indeed rare. The physical education director who can count on administrative backing from the school in thus dealing with the problem is fortunate in being able to deliver a program relatively free of dangers of sequelae. The school which achieves perfect coordination between the health and physical education departments, as at Gulf Park College, is one to be commended.

#### BUDGET INCREASED

San Bernardino's district taxes were increased by about \$23,000 when the Board of Trustees of San Bernardino Valley Junior College, California, adopted the college's budget for 1944-45. Although the budget total is actually less than that for last year, the amount of district taxes must be increased because the college's income from state and federal sources will be cut nearly \$47,000 under that for 1943-44. The principal reason for this reduction in income is the reduction in the college's enrollment, since state apportionments are based upon average daily attendance.

In adopting the 1944-45 budget the board also put in operation a new schedule of fixed minimum and maximum faculty salaries, with annual increases permitted up to the maximum. The salary schedule shows a range from \$2,000 to \$3,600 for instructors; \$3,000 to \$4,500 for deans and directors; and \$5,000 to \$6,500 for the president.

Co-operative arrangements with industry and professions would seem particularly well adapted to terminal education.—C. E. Friley and J. A. Starak, in January *Annals*.

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## Junior Colleges Are on the Wrong Path

C. GREGG SINGER

IT IS BECOMING more and more evident that the junior college faces in the immediate future two great dangers which are common to nearly all institutions of higher learning, but which in a very marked way are a peculiar threat to the junior college. These two dangers are the threat of Federal control in the field of higher education, and the temptation to yield to the clamor of the times and substitute terminal and technological courses in place of the liberal arts program. Both these dangers were quite evident in the discussions of the convention of the American Association of Junior Colleges held at Cincinnati in January 1944, and they were especially prominent in the deliberations and proposals of the Committee on Postwar Plans of this Association, of which the writer of this article was a member until his recent change from junior college to senior college work.

Although it is not within the scope of this article to discuss the threat of Federal control in the field of higher learning, it is important to observe that there is a close relationship between the movement to turn away from our liberal arts tradition in American education and the movement toward Fed-

eral financial aid (and control) in the junior college field. This close relationship was all too evident at the Cincinnati meeting.

It is the conviction of this writer that the junior colleges are soon going to have to make a momentous decision as to which educational philosophy they are going to follow. Up until the present time the issue for various reasons has been straddled or evaded and the result is that there is a tremendous variation among junior colleges in regard to their courses of study, policies of admission, policies of academic requirements, and standards and educational aims. The charge has been made by a recent writer that university education in this country lacks coherence, and this is all too true. But it is even more true in the case of the junior colleges—and they can least stand such charges. In the minds of many people the junior colleges still have to prove themselves as worthy members of the educational system in America.

This confusion in junior college education is largely the result of the development of a new philosophy in regard to the functions of a college education. It is pragmatic in its approach to the problems presented by higher learning and thus tends to emphasize terminal and technological training and to minimize the historic liberal arts tradition. This philosophy is also materialistic in its interpretation of life and man and emphasizes the importance of the economic activity of man at the expense of his spiritual existence. Thus the educational program of the followers of this philosophy is based on

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the supposition that all problems of humanity are basically economic in their implications and thus can be solved by an education which will enable man to achieve a better material living. This same philosophy has dominated much of the political thought and activity of the past ten years in this country and Europe.

It is of course true that the adherents of this philosophy are to be found in senior colleges, but the fact that the junior college is a relatively new institution has made it much easier for them to gain entrance with their philosophy into the field.

Although there is a growing tendency within and without educational circles to minimize the importance of the liberal arts program in a college curriculum, it is the opinion and conviction of the writer that such a program is the basis of all worthwhile education. We do not need less of such training; we need more of it. Such training has proved its worth beyond all question or doubt. It can produce men and women who are trained to grapple with the tremendous problems which face the world today. It produces disciplined adults who are trained to think for the present with an appreciation of the past and a care for the future. The liberal arts program is not one which is indulged in by "gentlemen only" who do not have to earn their living, but it is the basis of that education which gives the greatest meaning to life and makes possible the greatest amount of service to humanity.

In recent years America has allowed itself to be misled by a group of educators who had little or no use for culture in the real sense of the word or for mental discipline or classical training in the old tradition. In place of the liberal arts program which has these in-

herent values they would have substituted technical and terminal training which by itself would stunt the intellectual, cultural, and spiritual growth of the nation. This was the basic philosophy of the Progressive Movement. In its extreme form its defects have become all too evident and it is past its zenith, but it is not generally realized that the trend toward terminal education is another manifestation of this same philosophy.

For over three hundred years it has been expected that colleges in this country would present and offer a certain kind of curriculum based on the liberal arts tradition. Such a program for higher education has been proved not only by the educational history of this country, but by the great Medieval traditions of university education of which higher education in this country is an heir. It has been expected that institutions of higher learning would accept this responsibility of maintaining and even improving the cultural heritage of this country. A college to be recognized as such must offer those courses which entitle it to be recognized as such. It is not enough merely to offer two more years of work beyond the senior year of high school. An educational program which does this and nothing more does not entitle an institution to be recognized as a college. It must offer those courses which have been traditionally recognized as the necessary foundation for a liberal education. In the past it has been generally recognized that the function of the college is to maintain those cultural traditions which have been the basis of our western civilization and which have in them the inherent power to produce "free men." This is what we mean by "higher education."

It is true that some colleges have tended to depart from this traditional view of higher education. The reasons for this departure have been discussed. The fact that there is a criticism of the liberal arts program as it has been traditionally accepted in this country in no way invalidates the essential rightness of that kind of education. It is unfortunately true that there are those in the field of education who have been so imbued with the pragmatic approach to the problems of education that they have come to doubt the value of the whole liberal arts program as such. This is largely due to the influence of schools of education, which have been the strongholds of this philosophy for the past thirty years.

It is then evident that if the junior colleges wish to continue to be regarded as colleges and have the right to be called such they must offer the kind of program which is regarded as essential for a college curriculum. It makes little difference basically whether it be a two-year or a four-year institution. Some have seemed to think that the junior colleges were not bound by the liberal arts tradition because they are not a four-year institution. This seems to the writer to be an erroneous assumption, if the junior colleges wish to keep the designation of colleges. Junior colleges can be "junior" only in the sense that they have a two-year course rather than a four-year course; they cannot be "junior" in the sense that in these two years they do not offer substantially the same liberal arts course which is given in the first two years of a senior college. There is a tendency in the movement to insist on a "junior curriculum." In my opinion this is a great mistake and will ultimately prove to be the undoing of the junior college movement. It has al-

ready cast a doubt as to the academic value of a junior college education in the minds of many people, chiefly because this idea of a "junior curriculum" has been the cause of a laxity in admission requirements and the standards of work in many institutions. Students are not only admitted who are not prepared to go on with college work, but the standards of those institutions which engage in these practices are inevitably lowered. This is of course true of senior colleges also. However, in their case it only tends to lower the standards and standing of the individual institution in comparison with other senior colleges. In the case of the junior college, since such practices are more widespread among them, the result is the whole junior college movement suffers as well as the individual institution.

One of the basic causes for this tendency in the junior colleges is the belief that the junior college is a "people's college," and that they are under the obligation of admitting all those who wish an education beyond that of the high school. This is in accord with the prevailing political and social philosophy of the day and is humanistic in its origin. This belief would seem to imply that the senior colleges are not performing their function, namely admitting all those who wish to enter. It also implies that there is such a thing as intellectual equality. This is obviously not true and it is equally obvious that many students who are in college should not be there. It might as well be frankly admitted that there is such a thing as an intellectual aristocracy. This is the hope of the country. The tendency in democratic countries to insist that all should have the opportunity of a college education (the education of the masses) has the unhappy effect

of retarding those who are intellectually equipped to forge ahead to join this aristocracy of intellect which sets the intellectual and cultural standards of the nation. Thus, in embracing this philosophy which insists on an intellectual democracy the junior colleges are actually retarding, to some extent at least, the intellectual and cultural progress of the nation.

It now remains to suggest a desirable plan of action. In the first place, the junior colleges must come to the decision that they are a part of the American pattern of higher education and not an extension of secondary education. The confusion over the status of the junior college has been partly responsible for the confusion over curriculum. It is vital that they should regard themselves as colleges. The connections with the high school must be broken as soon as possible. In the second place, it follows that, once regarding themselves as colleges, they should become a part of the great liberal arts tradition which has been the foundation of collegiate education since the Middle Ages. The liberal arts program should be the basis of the curriculum in all junior colleges. In the third place, it is necessary for the junior colleges to be freed from the influence of the professional educators who have been largely responsible for the trend away from liberal arts in high schools and in junior colleges. The decision that they are an integral part of American higher education will be of great help in the breaking away from this influence of schools of education. In my opinion there should be a closer connection between the junior colleges and the graduate schools of arts and science of the universities.

When these three steps have been

taken the junior colleges will have insured for themselves a firm foundation to build on in the future and they will have earned the undoubted right to call themselves colleges for they will be colleges in the best American and European traditions. With the liberal arts program as the basis of their curriculum they will be able to offer that kind of training which will best equip our young people to meet those problems which will soon crowd in upon us, for these problems can only be solved by those who have a deep and vast appreciation of the past, a vision for the future, and a keen insight into the cultural and spiritual foundations of western civilization.

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#### NEW TEXAS STANDARDS

Standards for the accreditation of "Business Junior Colleges" have been adopted by the Texas State Department of Education. Under them three institutions in the state have been approved. They are Durham Business School, Fort Worth; Port Arthur College, Port Arthur; and Tyler Commercial College, Tyler.

The standards cover the following topics: Inspection, method of organization, ownership, reputation, income, admission, number of students, length of school year, length of recitation period, permanent records, library, change in management, number of instructors, training of teachers, salary, teaching load, size of classes, building, equipment, course of study, requirements for graduation, student load, filing of bulletins, tuition rate, scholarships, guaranteeing jobs, correspondence instruction, advertising, working for tuition, ethical relationship, responsibility of management, and soliciting students.

# Costs Per Student in Junior Colleges, 1939-40

HENRY G. BADGER

ONE OF THE MOST persistent questions in American higher education, and at the same time one least often satisfactorily answered, is that of cost per student. This is due partly to the scarcity of reliable data on the subject, and partly to the danger of misuse of such data as are available. Student cost figures should never be used, for example, as a justification for increasing or decreasing allocations of funds to individual departments of instruction without careful consideration of the educational values of those departments. They may be used in general institutional budgeting, and in planning for the future, where the educational values are accepted without question and where financial management or the appropriation of funds is the only matter for consideration. They are also useful as rough, tentative norms for the guidance of persons interested in the establishment of new institutions.

Many and varied are the problems involved in a truly scientific study of this sort, particularly for junior colleges. To begin with, it is usually best to limit the work to institutions of recognized standing; otherwise the findings would have little value. Second, the word "student" should be

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carefully defined in terms widely intelligible and applicable to junior colleges over the country. Third, the institutions studied should be relatively homogeneous, with differences easily discernible and measurable. Finally, the institutions must supply usable financial data.

In the case of the institutions here studied, it seemed best to utilize data in possession of the U. S. Office of Education and now in process of publication by that office. Since economic conditions have been so violently disturbed by the military situation obtaining since the fall of 1941, it was felt that data for 1939-40 would be more representative of a normal situation than those for a later year; they are therefore used. The following more or less arbitrary requirements and definitions were set up to meet the four problems just mentioned:

1. An institution is considered as of recognized standing if it has state or regional accreditation or approval. This might eliminate some good junior colleges which have never sought accreditation, but a less stringent rule might easily include some institutions of doubtful standing.

2. The word "student" is here interpreted as meaning a person residing on or coming to the campus for instruction of junior college grade and of nontechnical type. The number of such students here used as a measure of size is the number enrolled the third week of the fall term of 1939. This does not entirely correct the error incident to inclusion of full-time and part-time students in one category, but it is the best figure obtainable without a special questionnaire. It also has the advantage of being easily determinable at almost any junior college.

3. An institution offering subcollegiate, summer, or extension (non-campus) work could not be studied, as the data at hand did not permit segregation of accounts for these activities.

4. Usable financial data are those on expen-

ditions for administration, resident instruction, and plant operation and maintenance. An institution which did not supply at least these three items had to be excluded; those which went further and supplied data on research, libraries, and related activities were included.

One important fact stands out clearly at the start: Record keeping and accounting at junior colleges is as yet an incomplete science. Out of a total of 456 junior colleges which reported financial items to the U. S. Office of Education for 1939-40, it was possible to include only 71, less than 16 per cent, in the present compilation. To be sure, several institutions were left out because of lack of accreditation or for reasons connected with personnel reporting, but the greatest stumbling block was failure to supply the financial figures needed for study. Some institutions merged administration and instruction, some failed to report costs for plant operation and maintenance at all, and some had other gaps in their data. On the other hand, much progress has been made since 1937-38, when a similar study<sup>1</sup> carried only 12 public and 3 private institutions! This is most encouraging. It is to be hoped that as time goes on, studies of this nature can be larger and more comprehensive and more susceptible of detailed analysis than now seems possible.

As stated, then, the net result of the screening of institutions for 1939-40 was a group of only 71 junior colleges, of which 54 were publicly controlled and 17 were under private control. The group may be considered as representative of the junior college field, however, as far as size is concerned. For example, the median enrollment of all publicly controlled junior colleges in the United States in 1939-40, was

307;<sup>2</sup> the median for the group here included is just 300. The representativeness in enrollment is almost as good in the case of the privately controlled junior colleges, where the median enrollment for all institutions reported by Eells is 133 and that for the group here included is 150.

The following junior colleges were included in the present study:

*I. Publicly controlled*

Arizona	Gila Junior College
California	Brawley Junior College
	Chaffey Junior College
	Coalinga Junior College
	Fullerton Junior College
	Glendale Junior College
	Oceanside-Carlsbad Junior College
	Placer Union High School and Jr. Coll.
	Reedley Junior College
	Salinas Junior College
	San Bernardino Valley Junior College
	San Luis Obispo Junior College
	Stockton Junior College
	Taft Junior College
	Yuba County Junior College
Colorado	Mesa County Junior College
Florida	Palm Beach Junior College
Georgia	Armstrong Junior College
	Georgia Southwestern Junior College
Illinois	Herzl Junior College
	Lyons Township Junior College
	Wilson Junior College
	Wright Junior College
Iowa	Boone Junior College
	Burlington Junior College
	Clarinda Junior College
	Elkader Junior College
	Muscatine Junior College
	Osceola Junior College
	Washington Junior College
Kansas	Dodge City Junior College
	El Dorado Junior College
	Highland Junior College
	Hutchinson Junior College
	Independence Junior College
	Iola Junior College

<sup>2</sup> Walter C. Eells, "Junior College Growth, 1941," *Junior College Journal* (February, 1941), 11:338.

<sup>1</sup> See footnote to Table 1.

Kansas	Kansas City Junior College
	Parsons Junior College
	Pratt Junior College
Michigan	Grand Rapids Junior College
	Muskegon Junior College
Minnesota	Crosby-Ironton Junior College
	Ely Junior College
	Eveleth Junior College
	Itasca Junior College
	Virginia Junior College
Mississippi	Southwest Mississippi Junior College
Missouri	Moberly Junior College
	St. Joseph Junior College
Nebraska	Scottsbluff Junior College
Oklahoma	Northeastern Oklahoma Junior College
Texas	Brownsville Junior College
	San Angelo Junior College
Utah	Snow College
<i>II. Privately controlled</i>	
Alabama	Southern Union College
Florida	St. Petersburg Junior College
Georgia	Andrew College
Illinois	Blackburn College
	Lincoln College
Louisiana	Dodd College
Maine	Westbrook Seminary and Junior College
Missouri	Cottey College
	St. Teresa Junior College
New York	Briarcliff Junior College
	Finch Junior College
North Carolina	Pfeiffer Junior College
Ohio	Urbana Junior College
Texas	Texas Lutheran College
Vermont	Green Mountain Junior College
Washington	Clark Junior College
	Grays Harbor Junior College

### *Findings*

From the data at hand, the following conclusions seem warranted—al-

ways keeping in mind the smallness of the sampling available.

1. The controlling factor in junior college costs appears to be control (public as contrasted with private) rather than enrollment. A comparison of costs with size of student body (Table 1) shows no correlation between the two items in the case of public junior colleges, and, in fact, the two highest costs are in the two groups of institutions with largest and smallest enrollments. On the other hand, the institutions under private control included in this tabulation consistently show a higher cost per student than is shown by institutions of the same size under public control. This is true with respect to both the total of educational and general costs (column 4) and to instructional costs alone (column 5).

2. There is likewise very little relation between the size of a junior college and the *distribution* of its educational and general expenditures (Table 2 and accompanying circular graphs). Among the public institutions, administrative costs range from 4.1 per cent of the total educational and general expenditures in the largest institutions to 12.0 per cent in those enrolling from 200 to 399 students, with the average for the entire group at 7.0 per cent. Costs of resident instruction (including teachers' salaries and other classroom and laboratory expenses) range from 65.1 per cent in the institutions enrolling from 100 to 199 students to 75.6 per cent in those enrolling more than 1,000. Research work was reported by one public junior college and by none under private control. Libraries come in for an average of 2.9 per cent of the total, with the institutions having 1 to 99 students reporting 4.7 per cent and those enrolling 1,000 or

more reporting only 1.2 per cent. Operation and maintenance of the plant costs an average of 17.8 per cent, the very smallest institutions reporting the smallest percentage (12.2) and the next smallest ones reporting the largest percentage (21.4).

3. Among the privately controlled junior colleges there is the same irregularity of distribution of expenditures, but it is noticeable that these institutions, in spite of their uniformly smaller percentage of the budget going to

instruction (Table 2), still spend more money per student for this function (Table 1) than do those under public control.

4. The amounts spent for related activities are relatively small, averaging 0.7 per cent for the entire group of 71 institutions.

5. Administration runs a much higher percentage among the privately controlled institutions than in those under public control. This is true even when the larger public institutions are

TABLE 1.—EXPENDITURES FOR ALL EDUCATIONAL AND GENERAL PURPOSES AND FOR RESIDENT INSTRUCTION ONLY, 1939-40, PER STUDENT ENROLLED IN 71 JUNIOR COLLEGES

Item	Institutions	Students	Cost per student	
			Educational and general, total	Resident instruction only
(1)	(2)	(3)	(4)	(5)
<b>I. Junior colleges, by size of student body, 1939-40—</b>				
A. Publicly controlled:				
1,000 or more .....	6	10,620	\$150	\$113
400-999 .....	10	6,416	147	103
300-399 .....	11	3,776	133	88
200-299 .....	10	2,378	154	105
100-199 .....	10	1,605	148	96
1-99 .....	7	480	181	133
<b>Total or average.....</b>	<b>54</b>	<b>25,275</b>	<b>147</b>	<b>105</b>
B. Privately controlled:				
300-399 .....	2	704	204	99
200-299 .....	4	1,019	355	173
100-199 .....	5	773	274	124
1-99 .....	6	467	407	199
<b>Total or average.....</b>	<b>17</b>	<b>2,963</b>	<b>306</b>	<b>147</b>
C. All junior colleges.....	71	28,238	164	109
<b>II. Comparisons with senior colleges <sup>a</sup></b>				
A. Senior colleges of liberal arts, 1937-38:				
Publicly controlled ...	3	2,183	257	143
Privately controlled ..	41	16,407	427	237
B. Junior colleges, 1937-38:				
Publicly controlled ...	12	4,896	175	121
Privately controlled ..	3	801	333	171

<sup>a</sup> Source: *National Survey of the Higher Education of Negroes*, Volume II, General Studies of Colleges for Negroes, p. 26 (U. S. Office of Education, Misc. No. 6, Vol. II).

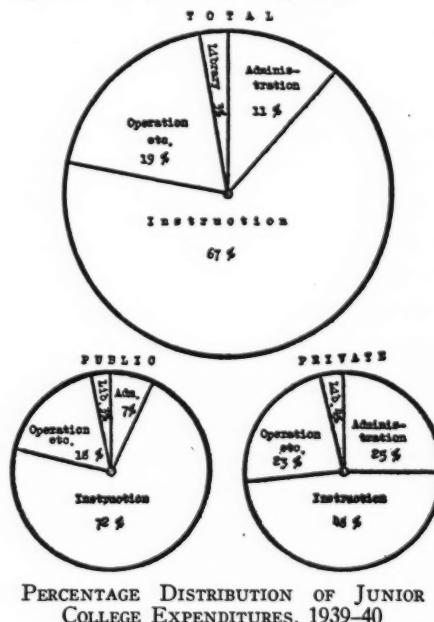
TABLE 2.—PERCENTAGE ANALYSIS OF EDUCATIONAL AND GENERAL EXPENDITURES 1939-40, IN  
71 JUNIOR COLLEGE<sup>a</sup>

<i>Item</i>	<i>Administrative and general expense</i>	<i>Resident instruction</i>	<i>Organized research</i>	<i>Libraries</i>	<i>Plant operation and maintenance</i>	<i>Related Activities</i>	<i>Total</i>
	(1)	(2)	(3)	(4)	(5)	(6)	(8)
<b>I. 1939-40, junior colleges, by size of student body—</b>							
A. Publicly controlled:							
1,000 or more	4.1	75.6	..	1.2	19.1	..	100.0
400-999 .....	6.5	70.4	0.3	4.2	17.0	1.6	100.0
300-309 .....	12.0	66.1	..	4.2	17.5	0.2	100.0
200-299 .....	12.0	68.4	..	3.7	14.1	1.8	100.0
100-199 .....	8.9	65.1	..	4.4	21.4	0.2	100.0
1-99 .....	9.5	73.5	..	4.7	12.2	0.1	100.0
<b>Average, public .....</b>	<b>7.0</b>	<b>71.6</b>	<b>0.1</b>	<b>2.9</b>	<b>17.8</b>	<b>0.6</b>	<b>100.0</b>
B. Privately controlled:							
300-399 .....	17.2	48.5	..	3.0	27.7	3.6	100.0
200-299 .....	27.0	48.7	..	4.1	20.2	..	100.0
100-199 .....	27.2	45.1	..	5.7	22.0	..	100.0
1-99 .....	26.7	49.0	..	1.2	21.3	1.8	100.0
<b>Average, private .....</b>	<b>25.4</b>	<b>47.9</b>	<b>..</b>	<b>3.7</b>	<b>22.0</b>	<b>1.0</b>	<b>100.0</b>
C. <b>Average, all junior colleges</b>	<b>10.6</b>	<b>67.0</b>	<b>0.1</b>	<b>3.0</b>	<b>18.6</b>	<b>0.7</b>	<b>100.0</b>
<b>II. Comparisons with senior colleges<sup>b</sup></b>							
A. Senior colleges of liberal arts, 1937-38:							
Publicly controlled ..	8.6	55.4	11.2	3.7	12.7	8.4	100.0
Privately controlled ..	15.6	57.8	3.3	4.3	14.4	4.6	100.0
B. Junior colleges, 1937-38:							
Publicly controlled ..	10.2	67.5	0.1	3.7	17.3	1.2	100.0
Privately controlled ..	22.6	49.4	0.5	2.6	22.5	2.4	100.0

<sup>a</sup> For number of junior colleges in 1939-40 by size and control, see Table 1, columns 2 and 3.

<sup>b</sup> Source: *Statistics of Higher Education, 1937-38*, p. 59 (U. S. Office of Education, Biennial Survey of Education 1936-1938, Bulletin, 1940, No. 2, Chapter IV).

omitted and those of comparable size are considered. There are several possible reasons for this difference: (1) The administrative costs in the private junior colleges include student solicitation, financial campaigning, and similar items not needed in the public school budget; (2) the public junior colleges are as a rule parts of city school systems; that is, parts of large organizations, where administration is naturally less expensive per unit than in small organizations; and (3) in some city school systems operating junior colleges, the cost accounting system does not facilitate charging the junior college with its full share of the administrative expenses of the school system.



6. It is worthy of more than passing note that in 1937-38 junior college costs per student were considerably lower than those in senior colleges of liberal arts (Table 1). In that year the average total cost per student at a public junior college was given as \$175,

which is only 68 per cent of the \$257 reported for a public senior college. In like manner, the cost of \$333 at a private junior college is 78 per cent of the \$427 reported for a private four-year college of liberal arts. Comparative data for senior colleges are not yet available for 1939-40.

#### RETAIN INDEPENDENCE

A strong position for local independence and control of junior colleges in Texas is found in an Associated Press report of a junior college conference at the University of Texas which was published in the Galveston *News* of August 12, and in other Texas newspapers. This report follows:

Fear that centralized control of junior colleges would result in the establishment of a powerful political machine was expressed today at a conference of junior college administrators at the University of Texas.

Dr. W. W. Kemmerer of the University of Houston spoke in opposition to a plan advanced at a conference in July by officials of Texas A. and M. College for establishing 25 vocational training centers. At the July conference, Dean T. D. Brooks of the A. and M. College of Arts and Sciences said the proposal was not a matter of wanting to gain control of junior colleges, but to offer them benefits of its 70 years of experience.

Kemmerer today continued his opposition, with the statement:

"In a few years it is predicted that the junior colleges of Texas will have 100,000 students. That will mean perhaps 50 junior colleges to be established—A. and M. proposes 25 in her plan now, you know—with deans and faculty members to run them.

"One man would get to appoint 5000 directors, maybe 5000 teachers, and through all these people and the students, could influence all the parents. The governor appoints the regents and regents appoint the one president who will have all this authority.

"This would mean a powerful political machine which would make it possible to control everything. Hints could go out that the machine would like to have this man for highway commissioner, that man for something else, when the time comes to ask for legislative appropriations."

## How Phoenix Has Adjusted to War Needs

H. B. WYMAN

**I**N THIS WAR, the junior college frequently has been able to meet local demands as few other institutions could do. One of its most conspicuous services has been to provide a year, a semester, or even less, of college work to boys who are facing induction. Knowing that they were going to be away from home for an indefinite period of years, they have been reluctant to leave home for a brief period of months when they could enjoy those few months with their own families. Great numbers of these boys have gone directly from junior colleges to various phases of the Army and Navy Training Program offered on the campuses of other colleges and universities. By being in the college for a short period of time they have been building up aptitude scores, considerable knowledge, and a definite feeling of "at homeness" in college situations. The various aptitude scores have been helpful to them upon entering the armed forces and in applying for various types of training. Furthermore, by having enrolled in college courses directly vital to the war effort they have demonstrated their willingness and ability to

do definite types of academic work. With a college available in their community, these boys have availed themselves of an opportunity which would not have been feasible if they had had to leave home for this college experience. To serve the radically changed needs of this clientele, the adjustments at Phoenix Junior College were numerous and extensive.

In the very beginning of the Civil Aeronautics Program, the college began the training of prospective pilots, giving the ground school course while a private flying school located at Phoenix Sky Harbor gave the flying experience. The school sponsored a gliding club, which purchased a glider. This activity continued with increasing interest—until the glider was requisitioned by the armed forces! The college also acquired a complete plane, and numerous plane parts such as wings, propellers, and engines, all of which could be used for teaching purposes. The course when first offered was available to both men and women, and the women were found to take to the work with alacrity.

A faculty committee evaluated both the primary and secondary ground school work and set it up as courses in the physics department for which college credit was given. As the Civil Aeronautics Program evolved, the college kept pace with its changes, until the close of the War Service Training Program in January 1944. During this time, quarters were erected on the campus, and as the need increased the college gymnasium was converted into a dormitory housing 150 men. Under the Government program, some 1230

H. B. WYMAN has been dean of Phoenix Junior College, Arizona, since 1931. During the war years he has served also as vice-president and program chairman of the Phoenix Council of Social Agencies; chairman of the Maricopa County Chapter of the American Red Cross; psychometrist of the State Induction Center; and psychological consultant for the Arizona Division of the Good-year Aircraft Corporation. These activities have helped Dean Wyman to keep Phoenix Junior College responsive to the changing needs of the war years. Dr. Wyman received his B.S., M.A., and Ph.D. degrees from Ohio State University.

men received their ground school work at Phoenix Junior College.

At the present time courses in ground school work and aircraft engines are being offered with credit and without the benefit of the Civil Aeronautics Authority. One of these courses is taught in the evening and is designed primarily for those citizens who are not regularly in school but who are interested in ground school instruction. If a student wishes flight instruction he makes his own arrangements with the flying school.

In all of the college courses in mathematics, reorganized to fit war needs, emphasis is placed upon the military implications of the work. The use of trigonometry, calculus and other mathematics courses in navigation, in the artillery, and in other branches of the armed forces, is stressed. The course in astronomy was revamped to direct the application of the science to navigation, both celestial and terrestrial. Problems were devised that gave the student experience in calculating distances, in charting courses, and in determining the most direct route from one point to another. Emphasis was placed upon the advantages of polar projection over the more familiar Mercator. These problems were very real to young men whose lives were soon to depend upon their skill and precision in the use of instruments and on the accuracy of their calculations.

In order to help meet the need for additional workers in drafting and engineering, a special course for young women was provided in mechanical drawing. Work in radio and radio code, which had been well established for many years, took on increased interest.

Not only in the physical and mathematical sciences, but also in the social

sciences did this reorganization take place. The beginning course in social science has become a course in world viewpoints in history, designed to give the student a far more comprehensive view of affairs than he has been able to get through somewhat isolated courses in history. Events are interpreted as being part of a great ongoing scene. Whatever is happening in one portion of the world has its reverberations in another. American history is being made the world over, and every social movement of any significance in any civilized country in the world has its effect upon every other nation. Having gotten this conception of the world of today, courses in the history of France, England, the United States and Latin America take on added significance. The history of these nations is seen to be a part of the world cosmos and not a development devoid of world implications.

There have been other changes reflected in the courses in language, in English, in literature, and in other fields. The reader should not gain the impression that these courses are just war, war, war, and that wherever the student goes he has a new dosage of the same medicine; instead each field in its own particular way takes cognizance of world events. Young men and young women studying German or French are eager to know the language that is being taught to the soldiers; the language that they themselves might be using within a few months' time.

In addition to causing changes in old courses, the war has had its effect upon the offerings of the college by calling for new ones. Working mothers mean that children must be cared for in a nursery or a pre-school. People who are competent to take over

the care of these children are not available in communities heavily affected by the war. To meet this need, a course is provided at Phoenix Junior College in play and nursery school, in which the students become acquainted with some of the problems that make these schools necessary, and with some of the simpler phases of child psychology, of play, and of child care. Enrollment for this course is not only from the regular student body but also from the women engaged in this work in the community. A part of the student's time is spent in such a school, which serves as the laboratory phase.

One of the inevitable accompaniments of war is a marked increase in problems of adolescent youth. As some one has expressed it, "Juvenile delinquency has been having a fine year." These problems of the adolescent have increased rapidly in Phoenix, as have other problems involving children in wartime. A course devoted to exploring and evaluating the biological, psychological, economic, and sociological theses underlying court practices and social case work has been taught at a downtown location. The class was made up of teachers, public school nurses, social case workers, members of the staff of the county probation office, and interested citizens. The course was very well patronized and met with an enthusiastic response. It is planned to continue this work as long as interest justifies.

The great influx of people into Phoenix attracted by the war industries, and by extensive airfield and other military installations, threw a tremendous load upon the medical and hospital facilities of the community. Young women of the junior college were ideally suited for work as Nurses Aides. They responded to this chal-

lenge in a splendid way and the course was established under the direction of a graduate nurse who is a member of the faculty, and in cooperation with the local chapter of the American Red Cross. Two hours of college credit are allowed for this course. It is the type of service that particularly appeals to young women, especially students of science, who want to be more closely identified with the war effort. Saturdays, Sundays and evenings provide time for the hospital phase of the course, while summers afford ample opportunity to put in the minimum of 150 hours of hospital work required each year. As a matter of fact, many of these young women find time to work more than the required minimum number of hours. In some instances entire sorority groups have enrolled in this work. In this way the same cohesive forces that brought them together in the first place is given further expression.

Problems incident to the war have activated a youth counseling service, under the direction of a member of the junior college faculty. The service is conducted in a downtown location convenient to the juvenile court and to other agencies served, and is not directly identified with the college as one of its agencies. The college is exercising supervision over financial and other matters and relieving the director of his extra-curricular activities so that he may devote additional time to this year-round service. A local psychiatrist, a local psychologist, and a social case worker are serving along with the writer as consultants for this service. In addition to the juvenile court, other local agencies and the Veterans' Administration are making use of this service. While growing directly out of wartime conditions,

there is no reason why this service should not continue, as the need which has existed for many years will continue indefinitely.

The problem of reduced enrollment has harassed all colleges, save a few. One of the many difficulties that has had to be faced is that of how to hold and constructively use a faculty that has been carefully built up over a period of years. Phoenix Junior College has been extremely fortunate in a "lend-lease" arrangement for teachers. It is true that several have been "lend-leased" to the armed forces, but others have been loaned to the high schools until such time as their services are required in the college. They are still on the college staff but the salary is borne by the high school and they can be recalled for part or full-time assignment whenever needed. This policy has allowed the college to keep its faculty intact, even those in the armed forces, on leaves of absence; it has reduced college costs in reasonable harmony with reduced enrollment; and it has provided the high schools with excellent teachers, who are very difficult to find in time of war.

During the year just closed a thousand feet of color film depicting the wartime work of the schools of Phoenix has been prepared by the writer. These films will serve through the years as an interesting record of some of the contributions that the Phoenix schools have made to the great war effort.

#### SIZE OF ENDOWMENTS

Less than half of the privately controlled junior colleges listed in *American Junior Colleges* have any endowment funds. Only one-fifth of them

have endowments of \$100,000 or more. Four institutions report endowments in excess of \$1,000,000. Median amount for institutions reporting any endowment is \$67,500.

A total of 255 privately controlled junior colleges are listed in this reference work. Of these, 124 report endowment. Amounts reported may be summarized as follows:

	<i>Amount of Endowment</i>	<i>Number of institu- tions</i>
\$ 1-\$ 4,999	.....	11
5,000- 9,999	.....	9
10,000- 24,999	.....	20
25,000- 49,999	.....	15
50,000- 74,999	.....	10
75,000- 99,999	.....	8
100,000- 199,999	.....	22
200,000- 299,999	.....	11
300,000- 399,999	.....	9
400,000- 499,999	.....	0
500,000- 599,999	.....	2
600,000- 699,999	.....	2
700,000- 799,999	.....	1
800,000- 899,999	.....	0
900,000- 999,999	.....	0
1,000,000- 1,499,999	.....	4

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The other day the War Veterans Club put on the program for the assembly at Pasadena Junior College. Its members were men already released from our armed forces in this war, as a result of wounds, illness or physical defects, and I am told that most of them are more serious about their studies than the average student. This seems to afford the best preview I know about of what will happen after the war. Great numbers of the boys will wish to go back to school and their war experiences will have made most of them realize the importance of further education.—Lee Shippey, columnist, in *Los Angeles Times*.

## Worth Reading Again

In continuation of the selected list of articles in certain important fields which have been published in the *Junior College Journal* in the past fourteen years, there are listed below a selection of those in three additional fields.

### *Finance*

"State Aid for Public Junior Colleges," Fred Lawson, I:487-93 (May 1931).  
 "Indebtedness of Junior Colleges, 1932-33," H. G. Badger, IV:350-52 (April 1934).  
 "Federal Aid for Private Junior Colleges," E. E. Cortright, IV:418-23 (May 1934).  
 "Comparable Junior College Finance Figures," H. G. Badger, V:451-55 (May 1935).  
 "The Educational Buyers Association," G. R. Kavanaugh, VI:405-08 (May 1936).  
 "Effect of State-Supported Junior Colleges," C. L. Littel, VI:409-11 (May 1936).  
 "Junior College Financial Problems," G. E. Van Dyke, VI:443-47 (May 1936).  
 "Junior College Reports for 1933-34," H. G. Badger, VII:245-47 (Feb. 1937).  
 "The Junior College and Student Fees," F. J. Kelly, VII:287-88 (March 1937).  
 "Standard Accounting, Reporting and Statistics," J. H. Cain, VIII:468-73 (May 1938).

### *Plant and Equipment*

"New Building for Moberly Junior College," W. W. Carpenter, I:119-24 (Dec. 1930).  
 "Chaffey Junior College Building Program," M. E. Hill, I:535-39 (June 1931).  
 "Planning the Junior College Building," W. W. Carpenter, VI:63-68 (Nov. 1935).  
 "Santa Ana on Its Own Campus," McKee Fisk, VII:11-15 (Oct. 1936).  
 "Building a New Junior College Campus," J. L. Lounsbury, VII:364-69 (April 1937).  
 "New Campus for Hardin Junior College," R. O. Jonas, VIII:296-300 (March 1938).  
 "Shall the Junior College Have Its Own Plant?" Gertrude H. Fariss, X:434-36 (April 1940).

### *Social Science*

"An Experiment in Teaching Economics," Warren Wright, III:25-29 (Oct. 1932).  
 "Social Science Aims in Junior Colleges," Arthur Taylor, IV:16-20 (Oct. 1933).  
 "A Junior College Foreign-Trade Cur-

riculum," J. A. Sowers, V:291-95 (March 1935).

"Making the 'Safest' Junior College," W. B. Spelman, VI:87-88 (Nov. 1935).

"Education for the Consumer at Compton," Paul Martin, VI:111-16 (Dec. 1935).

"Course in Individual Human Relationships," T. Harris, VII:25-29 (Oct. 1936).

"Economics in the Junior College," R. J. Briggs, VII:135-36 (Dec. 1936).

"What Social Science in Junior College?" H. B. Hall, VIII:188-92 (Jan. 1938).

"Employing a Social-Studies Instructor," J. R. Sala, VIII:356-59 (April 1938).

"Appreciation Hour in Social Sciences," Leila R. Custard, IX:319-21 (March 1939).

"School of Government at Sacramento," H. E. Tyler, IX:465-67 (May 1939).

"Family Relationships at Colby," Amelia Clark, IX:480-81 (May 1939).

"Vitalized Economics in the Junior College," T. P. Emrich, X:27-31 (Sept. 1939).

"Junior College Course in 'Family Relations,'" H. H. Tracy, X:127-35 (Nov. 1939).

"Problems in Economics in the Junior College," R. M. Miller, X:206-08 (Dec. 1939).

"A Course on Education for Marriage," Aline Ward, X:387-89 (March 1940).

"Development of the Humanities Survey," Dorothy Weil, XI:16-21 (Sept. 1940).

"Techniques in Teaching the Humanities," Dorothy Weil, XI:76-81 (Oct. 1940).

"Streamlining a Social Science Survey," Peter Masiko, Jr., XI:149-50 (Nov. 1940).

"Guidance Toward Marriage and Family Life," J. D. Squires, XI:387-91 (March 1941).  
 "Consumption Economics in Junior College," Alpheus Marshall, XI:392-94 (March 1941).

"Committee on Education for Family Life," H. H. Tracy, XII:404-05 (March 1942).  
 "Teaching Humanities, a One-Man Job," H. W. Hines, XIII:25-27 (Sept. 1942).

"For Practical Instruction in Family Life," M. C. Miller, XIII:84-88 (Oct. 1942).  
 "Vitalizing the Course in American Government," Donald Michelson, XIII:93-96 (Oct. 1942).

"A Functional Marriage Course," Henry Bowman, XIII:157-61 (Nov. 1942).  
 "Geopolitics in the Junior College?" H. B. Graybill, XIII:329-31 (March 1943).

"Consumer Education in Junior Colleges," H. D. Fasnacht, XIV:118-21 (Nov. 1943).  
 "Teaching Geography in Junior Colleges," W. H. Connor, XIV:160-62 (Dec. 1943).

## Reports and Discussion

### CONTACTING VETERANS

Taking our cue from suggestions made by Carl A. Grey in his address before the American Association of Junior Colleges at Cincinnati, we have organized a Veterans Rehabilitation Committee at Virginia, Minnesota, for the purpose of helping returned veterans with the many problems which they face when they reach home. The plan centers around three organizations: The local Selective Service office, the local U. S. Employment Service office, and Virginia Junior College, all of which cover territory of approximately the same extent. The committee is made up of the directors of the two organizations, the Junior College dean, employment and service officers of all veterans organizations within the area, and such others as might be interested and helpful.

The work is divided into three departments, with a chairman for each. The rights and claims department is headed by a local lawyer, who is the attorney for the Selective Service Board and a service officer for two veterans' organizations. The employment and re-employment department is headed by the veterans' placement officer of the U. S. E. S. office. The education department is headed by the local junior college dean. Each department head has his own committee, made up of one properly qualified man in each of the other communities in this area, thus giving the veterans an information source near home where they may take their problems without coming to the central community.

Veterans reporting to the Selective

Service Office, as they are required to do within a short time after discharge, are handed mimeographed briefs of the benefits available through each department and a brief questionnaire as to what benefits they are interested in securing. They are then referred to the department handling that phase of the work in which they are interested for further counselling and aid. Veterans of other communities are also referred to the central offices when their needs cannot be met or their questions answered in their own communities.

Our experience with this plan thus far is that it has been very successful, and we expect it to be more successful when demobilization accelerates. We have found that the returning veterans are not well-informed as to their rights and the benefits available. We find them to be very appreciative of the service we are giving them through this rehabilitation committee, and we in the Virginia Junior College office are very happy to be able to help the veterans of this community in this way as they return.

FRED F. COPE  
*Acting Dean*

Virginia Junior College  
Virginia, Minnesota

### DEMOCRATIC EXPERIMENT

The question of the admission of Nisei students to Warren Wilson Junior College, North Carolina, was placed in the hands of the student body for debate and action. Situated as it is in the midst of the Southern Appalachians, and serving students who, with few exceptions, come from mountain com-

munities, Warren Wilson College, its staff knew, might be an uncomfortable place for persons of Japanese ancestry unless preparation for their coming was made beforehand. The College, however, believes in democratic procedures, and not only the staff but students as well are consulted in those matters which concern campus life. It was for these reasons the staff referred to the student body the Nisei student question.

A month was allowed for study and debate before ballots were cast. At the outset hopes for the approval of the plan seemed doubtful indeed. Protest was vigorous, and what support there was was timidly advanced. But as classes in the social sciences began to study constitutional and other statements concerning American citizenship, and as classes in religious education weighed the Christian principles involved, favorable opinion began to take on strength. Three public forums by students were held in which reasons for and against having Nisei students were carefully weighed.

The final balloting, which was secret, was placed in the hands of the student council, whose president, a young man just going into military service who had many friends already in the Pacific war theater, was unalterably opposed to the idea. But out of 200 votes cast, 125 were favorable and 75 negative.

The flowering of this project was a happy experience. Two attractive Nisei students arrived who soon won the esteem of their associates. In fact, the name of one of them was among the five student council nominees for a coveted honor at the Christmas season, that of being selected because of character to play the part of Mary the Mother of Jesus in the Christmas pageant. Thus it was that students at Warren Wilson College found them-

selves at the Christmas season a step closer to universal truth.

ARTHUR M. BANNERMAN  
*President*

#### COOPERATIVE PUBLICITY

Unique and effective seem to be the words for the Joint Program of Public Relations for Educational Institutions of The Methodist Church. Launched in 1942 with the purpose of interpreting the 120 Methodist schools, colleges, and universities (including 30 junior colleges) to Methodist people and to the public at large, the program is supported by contributions from the institutions and by appropriations from the denomination's Board of Education and the Association of Schools and Colleges of The Methodist Church. It is directed by a representative committee from the Board and the Association and is administered by the Department of Public Relations of the Board. James L. Robb, president of Tennessee Wesleyan College, is chairman of the Consulting Committee.

General news stories are released through campus publicity offices for use by the secular press. One of the major efforts of the Joint Program has been directed toward the cultivation of the Methodist constituency. The public relations office, therefore, has assembled and made available to Methodist periodicals a constant stream of articles and news stories concerning Methodist institutions.

*Campus News*, the mimeographed newsletter issued twice a month as a project of the Joint Program, is proving to be a cohesive force among Methodist institutions. Other recent publications distributed include a leaflet, "Do You Know Your Church Schools?" which summarizes the work of the Division of

Educational Institutions; a booklet entitled "Public Relations for Small Colleges," which has received rather wide commendation; and a leaflet on student promotion entitled "The Time Is Now."

On July 10 and 11 a Short Course in Public Relations was held at Scarritt College in Nashville, under the sponsorship of the College and the Joint Committee. A total registration of above fifty persons was recorded at this short course, the first of its kind. Of the 28 educational institutions included, six were junior colleges, represented by the following presidents and public relations officers: Pres. E. J. Coltrane, Brevard College, Brevard, N. C.; Mrs. Florence Dyett, Public Relations Director, Bethune-Cookman College, Daytona Beach, Fla.; Pres. E. H. Elam, Martin College, Pulaski, Tenn.; Pres. V. P. Henry, Lindsey-Wilson Junior College, Columbia, Ky.; Pres. C. M. Waggoner, Wood Junior College, Mathiston, Miss.; and Pres. James L. Robb, Tennessee Wesleyan College, Athens, Tenn. The short course met with enthusiastic approval and other such courses are contemplated in various educational centers.

ROBERTA DILLON

Nashville, Tennessee

#### IOWA CONFERENCES

A series of five conferences of Iowa junior college administrators was held June 7-13 at Webster City, Emmetsburg, Creston, Cedar Falls, and Iowa City, to discuss freely and informally the problems facing the Iowa junior colleges now and immediately following the war. The conferences, sponsored jointly by the State Department of Public Instruction and the Iowa Committee on Secondary School and

College Relations, were attended by representatives of both public and private junior colleges. At each meeting, J. P. Street, the State Director of Junior Colleges, acted as chairman; Dr. H. K. Newburn of the State University of Iowa led the group in discussion of the new entrance requirements of the Iowa state institutions of higher learning and their implications for junior colleges; and H. L. Benshoof and L. H. Wood of the State Board for Vocational Education gave information on opportunities for the junior colleges in rehabilitation and vocational education for returning veterans.

The war has made the position of the public junior colleges in Iowa a critical one. Prior to the war, Iowa had 27 public junior colleges whose total enrollment for the year 1940-41 was 2,318. During 1943-44, only 13 of them remained in operation, and their total enrollment was 440, although many of the closed institutions will reopen after the war. Considerable attention was given at all the conferences to a frank appraisal of the present situation and to plans for improving the position and services of the institutions in the immediate future. Some of the issues raised and discussed in this connection were:

1. Should individual junior colleges attempt to serve all three types of students; namely, those students in general education who do not expect to attend college beyond the fourteenth year, those students who wish to transfer to senior colleges, and those students who wish to achieve a "job objective" at the close of the fourteenth year?
2. Is it desirable for Iowa to establish a series of area vocational schools?
3. Should junior colleges expand their activities in the field of teacher education?
4. Should the junior colleges reconsider their course offerings with a view to reducing the total offerings in some schools to a more feasible and economical list?
5. Can groups of junior colleges in nearby communities establish cooperative programs

to increase their respective scopes? Can junior colleges establish cooperative programs with one or more of the state institutions of higher education?

Some of the pertinent facts and conclusions brought out in the discussions were:

1. Most Iowa junior colleges are in small centers where school facilities are limited and where there are only comparatively few local students.

2. Partly on this account the courses are usually general in character, except that most of the colleges offer work in teacher training. A few have had other specialized work, such as in some of the commercial subjects.

3. The junior colleges feel themselves to be separate from the high school and to have been concerned principally with offering work locally that would be accepted for college transfer.

4. Some of the junior colleges feel that this is their main if not their only business. However, most of them are taking the larger view that they should give as far as possible the kind of work wanted and needed by their local students.

5. The state tuition requirement is a block to much larger attendance.

6. Usually only about ten per cent of the students come from outside the local district; however, this is as it should be, as the junior college was organized to fill a local need.

7. The junior college feels that the regional vocational or technical school is coming and that it will be a competitor for students. This competition might eliminate the junior college unless the regional school and the junior college could in some way combine forces. If this combination could be made, then a good full two-year course could be offered that would lead to further college work or to one's taking his place in the community life.

8. There was some feeling expressed that the junior college instead of emphasizing its independence from the high school should consider itself an extension of the local high school, offering more extensive and advanced courses than can be given in the present four-year school. This would in no way affect the transfer of credits offered in the thirteenth and fourteenth years.

9. There was in each conference deep interest in the discussion of teacher training and the place of the junior college in the program. Three junior colleges now offer courses in teacher training which lead to a Standard Elementary Certificate. Most of the others offer ten hours of education, which after graduation entitles the students to a First Grade Uniform County certificate. Neither

students nor junior colleges are satisfied with the latter program.

### ILLINOIS SURVEY

The Department of Finance of the State of Illinois distributed during the late summer a 47-page mimeographed report, "The Junior College in Illinois: Survey," which is not otherwise identified as to author, date, or place of publication.

The report proposes the establishment of 119 tuition-free, publicly controlled junior colleges to be set up in connection with local high schools—one for each high school having an enrollment of 400 students or more. This would leave 42 of the 102 counties of the state without junior college facilities.

As a result of an extended financial analysis, the report states that "some generous policy in state aid for public junior colleges must be put in operation before they may be expected to manifest a more rapid development."

In conclusion, seven "Elements of a Desirable Junior College Policy for Illinois" are stated, as follows:

1. The State should encourage, not merely permit, the establishment and maintenance of a system of local public junior colleges.

2. The policy of encouragement should be extended to districts or areas in which a minimum junior college enrollment of about 150 students may be expected.

3. The minimum high school enrollments and populations recommended assume public junior colleges in which tuition is free.

4. A policy of proper encouragement of public junior colleges in Illinois would call for a generous program of state aid for this expansion of school services.

5. The control of public junior colleges should foster development of terminal programs rather than encourage the offering only of preparatory programs.

6. The State should continue the policy of encouraging close articulation of junior college with high school.

7. The agency of control of junior colleges should be the Office of the Superintendent of Public Instruction or, preferably, a State Board of Education.

## **Junior College World**

### **FBI at Santa Rosa**

Santa Rosa Junior College, California, was the host recently for a week's course of intensive training in fingerprinting, conducted by the FBI for more than 40 law-enforcement officers of Marin, Sonoma, and Mendocino counties. The instructor was one of the FBI's most outstanding fingerprint experts.

### **Larger Endowment at Lipscomb**

As the result of a recent campaign, the endowment fund of David Lipscomb College, Tennessee, now totals \$200,000. President Batsell Baxter announced that with the attainment of this goal the College now meets the financial requirements of the Southern Association of Colleges and Secondary Schools. He also pointed out that it lifts faculty tenure above the uncertainties of fluctuations in enrollment, and enables faculty members to make their plans in security.

### **Telescope Acquired**

A large telescope has been presented to Mount Vernon Junior College, Washington, by the family of the late Dr. J. W. Straight. Dr. Straight built the telescope. The grinding of the special lens and construction of the telescope required several years.

### **New Basic College at Michigan**

Michigan State College of Agriculture and Applied Science has announced that freshman students entering college this fall are required to enroll in the two-year "Basic College"

which has been established. The program of studies, prepared by a faculty committee headed by Howard C. Rather, new dean of the Basic College, includes the following comprehensive courses: written and spoken English, biological science, physical science, social science, effective living, origin and development of civilization, and literature and fine arts. In addition to comprehensive studies during their freshman and sophomore years, students may elect other subject-matter courses to qualify for advanced study in their specialized fields during their junior and senior years. A feature of the basic educational plan is the two-year terminal curricula for students who have satisfactorily completed other course requirements. This two-year program may be general in character or it may provide a substantial amount of vocational training for the men and women who have no desire to continue their college education.

### **Professor-Consultant Approved**

Creation of a new position of Professor-Consultant in Junior College Education was approved by vote of the Board of Regents of the University of Texas at a special meeting held July 15. This action follows recommendations for such a position made by various groups of junior college administrators in the state.

### **"Junior College Week"**

In May the cities of Aberdeen and Hoquiam, Washington, celebrated "Junior College Week" in honor of Grays Harbor Junior College's 14 years of service. In their proclamations set-

ting aside Junior College Week, the mayors of the two cities emphasized the fine work of the junior college in the past and particularly commended the citizens' attention to the program which the institution was planning for 1944-45. During the week, faculty members visited 14 high schools in the area served by the junior college, to meet seniors and assist in guiding them in courses of higher education. A get-together dance was also held at the junior college for the high school students.

### **Physical Therapy in Service**

Graduates of the Junior College of Physical Therapy, Connecticut, have largely entered the medical departments of the various Services as Physical Therapy, X-Ray, and Laboratory Technicians, many receiving commissions. The College, which celebrated its 25th anniversary on June 10, is continuing its specialized courses this year with relatively few changes.

### **After the War, What?**

Ninety per cent of the young men enrolled in the STAR unit of the ASTP at Compton Junior College, California, stated that after the war they wanted to return to college to secure preparation for professional or semiprofessional life. About a quarter of these wanted to prepare for some phase of engineering work. Others were interested in teaching, law, medicine, pharmacy, architecture, advertising, personnel work, and international trade. The young men questioned came from 37 states and varied in age from 18 to 33, but four-fifths of them were less than 21. A fuller report of the study has been published by Compton Junior College in a 12-page pamphlet, which can be obtained on re-

quest from the president of the college, Scott Thompson.

### **Gilbert Heads Graceland College**

Dean A. R. Gilbert is serving as Acting President of Graceland College, Iowa, since the retirement of Dr. George N. Briggs, reported in the May *Journal*.

### **House in the Pines Presidency**

Miss Ruth Cleveland has succeeded Mrs. Gertrude Cornish Milliken as head of House-in-the-Pines Junior College, Massachusetts. Miss Cleveland (A.B., Mount Holyoke; A.M., Columbia) had been dean at House-in-the-Pines and was director of House-in-the-Pines-Abroad from 1934 to 1938, having charge of a group of junior college students studying in Italy and France. Mrs. Milliken, who founded House-in-the-Pines in 1911, remains as president of the board of trustees.

### **New Junior College Planned**

Civic leaders of Torrance, Gardena, El Segundo, and a number of other adjoining communities in Southern California met at Torrance recently to make plans for the establishment of a junior college there. They appointed a committee of 15 to work out a program to give the 10,962 high school students of the areas involved a junior college, naming Oscar Willett of Torrance as chairman.

### **Cameron Grad Tops Air Aces**

Cameron State Agricultural College, Oklahoma, is very proud of its 24-year-old former student, Captain Robert S. Johnson, leading American air ace in the European theatre. In May Captain Johnson broke the record of Captain Eddie Rickenbacker and tied

that of Major Richard Bong by shooting down his twenty-seventh enemy plane. Captain Johnson recently returned to the United States on leave, and was met in New York by his wife, 21-year-old Barbara Johnson, whom he met while both were students at Cameron State College, where he majored in engineering and she majored in business.

### Olson Becomes Dean

W. Donald Olson is the new dean of Worthington Junior College, Minnesota. He succeeded Marvin C. Knudson, who resigned in June to accept a position at Austin, Minnesota.

### Marin Enrollment Up

Re-election of all members of the Marin Junior College, California, faculty for another year and continuation of the existing schedule of courses were important decisions of the Marin Board of Education early this summer. Ward H. Austin, president of the institution, presented a financial report to the board showing that his institution is in an exceptionally favorable condition so far as income from the state based on average daily attendance is concerned. His report indicated that for the year the college had had a greater average daily attendance than in the previous year. This condition, he pointed out, was somewhat unusual among California junior colleges, many of which had suffered a sharp decrease in attendance and had thereby lost a considerable portion of their financial support from outside the district.

The board has set up an accumulative building fund to provide, after the war, an auditorium with proper music room facilities for use both by the college and by the community. Other plans which can be carried out without wait-

ing for the release of critical building materials call for the creation of an outdoor "Greek Theater" on a natural slope on the west side of the campus.

### Honorary Degree for Orton

Dr. Dwayne Orton, Director of Education, International Business Machines Corporation, and formerly President of the Stockton Junior College, California, was awarded an LL.D. degree by his alma mater, the University of Redlands, on June 18th. On this occasion he was, also, commencement speaker. Since Pearl Harbor Dr. Orton has served in governmental assignments, particularly as educational consultant to the Federal Aviation Training Program. More recently he has engaged in consulting activity for municipalities surveying and planning educational projects.

### Believe It or Not

The Board of Trustees of San Mateo Junior College, California, has provided us with a man-bites-dog kind of news item—it adopted a budget for 1944-45 in *excess* of the amount requested by the college's president, Charles S. Morris! The new budget adopted totalled \$506,985, which is \$27,925 more than was requested. The increase was included in \$60,000 which the board set aside as a fund for the construction of new buildings after the war. The board also set up a special undistributed reserve fund, to be drawn upon in case the war picture changes sharply and allows large numbers of young men to return to college, increasing college expenditures.

A new feature of San Mateo Junior College's service to its community was the opening of a new canning center at the college this summer. During

the first week of the center's operation, women of the county canned 936 units there.

### **Ph.D. for Hillway**

Tyrus Hillway, dean of the Evening College of Hillyer Junior College, Connecticut, received the Ph.D. degree from Yale University this past June. Dr. Hillway is vice-president of the Connecticut Conference of Junior Colleges and vice-president of the Hartford Council for Adult Education.

### **Death of Dr. Tesh**

Dr. Kendall S. Tesh, professor of chemistry, University of Pittsburgh, formerly head of the Junior College Center at Uniontown, Pennsylvania, 1928 to 1933, and the Junior College Center at Johnstown, 1933 to 1936, died of a heart ailment on August 9, 1944, at the age of 49 years.

### **Letter-of-the-Month**

The Letter - of - the - Month which Santa Ana Junior College, California, sends to its former students in the service has received an enthusiastic welcome, particularly from men overseas. When the first Letter was sent out about a year ago, the mailing list was only 80, but new names have come in at the rate of 100 a month, so that now over 1100 of Santa Ana's 1800 alumni in the service are enjoying news of their former classmates the world over. Letters of appreciation have come in written on everything from a German typewriter left behind in France to Japanese rice paper appropriated on New Guinea.

### **American Council Membership**

At the June meeting of the Executive Committee of the American Council on

Education, Briarcliff Junior College, New York, was approved for institutional membership in the Council.

### **Changes at Lincoln**

After nine years as president of Lincoln College, Illinois, William D. Copeland resigned this summer, to become vice-president of Lake Forest College, Illinois. In writing about his resignation, Dr. Copeland commented upon the excellent position of the institution he is leaving as it prepared for another year of wartime operation, as follows:

Perhaps I should say that Lincoln College is in fine shape and much better fixed to weather the rigors of war than many larger institutions. We are paying off our last dollar of indebtedness this month. We have been economical and have had a surplus each year for the last five. Our endowment has been materially increased; the campus has been enlarged; the buildings have been improved; and we have started on a postwar building program fund. . . . Perhaps another item about Lincoln College may be of interest. The Christian (Disciples) Church of Central Illinois is establishing this fall here in Lincoln a Preachers' College. This is similar to other Bible Colleges which they have started. They are planning to have their students take their liberal arts work at Lincoln College; they will teach them the theology and music. This should increase the enrollment of Lincoln College. This teaching is on a contract basis, and does not involve in any way the control or administration of Lincoln College. It is a cooperative educational measure which should help both institutions.

### **Quarter Century of Service**

Port Huron Junior College, Michigan, this fall has completed a quarter century of service to the youth of Port Huron and St. Clair county. Now beginning its twenty-sixth year, the college has occupied the present junior college building 16 years. Lieut. Col. John H. McKenzie, AUS (retired), who has been on active duty for three and a half years, has returned to his old post as dean of the college.

## From the Secretary's Desk

### Junior Colleges in Cities

The U. S. Bureau of the Census reports that in 1940 there were 412 cities in the United States having populations of 25,000 or more. A check of the *Junior College Directory 1944* shows that junior colleges are located in 123 of these cities. Thus less than a third of the cities of the country are provided with junior colleges, either publicly or privately controlled. The opportunity for significant development of junior colleges after the war, as recommended by many national commissions and organizations which have studied the question, is thus emphasized. The smallest number of cities with junior colleges is found in the Middle States area, the largest number in the Western (California) area, but even in California less than two-thirds of the cities have junior colleges. Following is a summary by regional areas:

Region	Total cities	Having junior colleges	Per cent having jr. colls.
New England	61	13	21%
Middle States	85	14	16
North Central	147	44	30
Southern	80	31	39
Northwest	13	6	46
Western (Calif.)	26	15	58
United States	412	123	30

### New California Colleges?

Proposals for establishment of new publicly controlled junior colleges in several California communities are being studied by the California State Department of Education. One of these is at Palo Alto, another in northern San Diego County, and another includes three districts on the Monterey peninsula. Proposals for a junior col-

lege have also been made by a citizens' group at Torrance in the Los Angeles area.

### Advisory Committee

The Executive Secretary has been made a member of the Advisory Committee to the Committee on Education of the House of Representatives, created in accordance with House Resolution 592. The purpose of the committee is to study conditions in the colleges of the country and make appropriate recommendations for their relief in the emergency conditions which face many of them. The first meeting of the committee was held in Washington, August 16-18; the second, October 11-13. There are 12 members on the committee.

### Secretary's Field Work

On August 12 and September 16 the Executive Secretary gave addresses to two classes of 150 officers and enlisted men each at the Separation Classification School at Fort Dix, New Jersey. These men are preparing for positions as counselors at demobilization centers throughout the country. On August 25 he gave the Commencement address at the graduation exercises of the Customer Engineering group of the Department of Education of the International Business Machines Corporation, at Endicott, New York. On September 22 he spoke before the Takoma Park Citizens' Association, Maryland. On September 29 he gave two addresses, to high school teachers and to high school administrators, at the Central-Western Education Conference of Pennsylvania, held at Indiana, Pennsylvania.

## Judging the New Books

HENRY ALDOUS DIXON and others, *The Organization and Development of Terminal Occupational Curricula in Selected Junior Colleges*. Weber College, Ogden, Utah, 1944. 181 pages.

This substantial, cloth-bound volume is a comprehensive summary of the work of one of the nine junior colleges selected for special grants from the General Education Board as part of the program of the American Association of Junior Colleges' Commission on Junior College Terminal Education. The purpose of the investigation was threefold: "(1) To describe successful practices that either have been or are being employed in selected junior colleges in organizing and developing terminal occupational curricula; (2) to make an extended and intensive study of terminal curriculum procedures in use at Weber College; (3) to discover and to report common elements in the successful practices employed by successful junior colleges, which elements, with local adaptations, could be used by other junior colleges to their own advantage."

All three of these purposes are admirably fulfilled in this volume, although necessarily the reports of many phases of the work had to be materially condensed and summarized for publication. Sources of information were: (1) 87 courses of study written by junior college instructors; (2) information blanks filled out, mostly in conference with the author, by 48 instructors and administrators in 16 selected junior colleges; (3) data obtained at Ogden in the past seven years in the development of terminal occupational

curricula at Weber College; (4) conferences with junior college leaders; and (5) junior college monographs and other pertinent literature.

Perhaps the most characteristic word in the report, the keynote to all that it contains and recommends, is the word "adaptation." Terminal curricula are not to be thought of as static, but as constantly changing—to fit the needs of local communities and to fit changing conditions at different times in those communities. The most extensive and important section, dealing with curriculum procedures in terminal education at Weber College, is divided into two parts, one showing the specific adaptations to depression conditions for nine selected terminal curricula, the other similar adaptations to defense and war conditions for an equal number of other terminal curricula. Information given and recommendations made are expressed in terse, concrete, and practical form.

Some of the terminal curricula concerning which specific information is presented are: Floriculture, hotel and restaurant management, dental assistants, cosmetology, railroad dispatchers, air conditioning, carpentry, textile chemistry, commercial art, secretarial accounting, wildlife conservation, and terminal engineering.

An 8-page questionnaire is included which was the basis of the 48 interviews mentioned. This extensive blank should prove very helpful to instructors endeavoring to outline satisfactory terminal curricula for their own institutions.

In the 16 institutions studied it is reported that

Sixty per cent of the curricula and courses are now being taught. The lack of students due to the war is the chief cause of the termination of the other 40 per cent. Most of the programs for girls and women are still in operation. Many of the men's programs have been converted into war training programs. The feeling is that most of the programs which were terminated will return with increased popularity after the war.

The study rightly stresses the overwhelming importance of the *instructor* in any successful program of terminal education. In conclusion it may not be amiss to quote the author's characterization of this individual, even though, statistically, it may be open to question!

This man or woman is approximately 50 per cent teacher, 50 per cent master of the vocation, 25 per cent organizer, 25 per cent publicity man, 25 per cent community worker, 25 per cent follower and cooperator, and 25 per cent enthusiast—total, 225 per cent. An instructor who is anything less can be a successful textbook teacher, but not a leader in terminal education.

T. R. McCONNELL (Chairman), *A Design for General Education for Members of the Armed Forces*. American Council on Education, Washington, D. C., 1944. 186 pages.

*General education*, according to this volume, "refers to those phases of non-specialized and nonvocational education that should be the common possession, the common denominator, so to speak, of educated persons as individuals and as citizens in a free society." It may perhaps be questioned whether the extensive courses outlined will be mastered by many members of the armed forces, but the material collected for this purpose should be of unusual interest and value to junior college faculties engaged in adjusting their curricula to modern needs and conditions. The substance of the book, resulting from the collaboration of many individuals, is found in the third section, in which detailed outlines and sug-

gested bibliographies are given for the following areas which in the judgment of the committee constitute a modern "design for living": Personal and community health, oral and written composition, problems of social adjustment, marriage and family adjustment, development of American thought and institutions, problems of American life, America in international affairs, biological and physical science, American life and ideals in literature, form and function of art in society, music in relation to human experience, philosophy and religion, and vocational orientation.

TREMAINE McDOWELL, *America in Literature*. F. S. Crofts & Co., New York, 1944. 537 pages.

This anthology of classified selections from 75 American authors, almost exactly divided in number between the living and the dead, is designed primarily to interpret not American literature but American *life*—in its many varied manifestations. Since knowledge of the contemporary scene alone is no adequate basis for an understanding of America, both the past and the present are represented, in both verse and prose, and the probable shape of the future is suggested in terms of Roosevelt's "Four Freedoms" and Willkie's "One World." The author believes that "we who would understand America should first read America itself rather than the books which we have written about our land. And when of necessity we turn to the printed page, we profit more from direct transcripts of human experience in short stories, novels, dramas, and poems than we do from commentaries and exhortations." The selections he has made of material to facilitate such understanding are classified under five major headings: The states, life, liberty, happiness, and the nations.

## Bibliography on Junior Colleges\*

5089. VANDER BOGART, G. H., "Standards for Accrediting Junior Colleges," *Proceedings of the Northwest Association of Secondary and Higher Schools*, 23rd Annual Meeting, 1940, pages 96-102.

An analysis of the standards of the five regional accrediting agencies, state departments in 48 states, and "representative tax-supported institutions of higher education." Purposes: (1) to ascertain the standards employed in accrediting junior colleges throughout the United States; (2) to determine what agencies serve as authorities in accreditation; and (3) to explore the methods employed in the accreditation of junior colleges by these agencies.

5090. VEON, DOROTHY H., "Formulation of a Junior College Philosophy," *Journal of the American Association of Collegiate Registrars* (October 1942), 18:90.

Comments upon the author's article in *Junior College Journal*, May 1942.

5091. VICK, CLAUDE E., "Local Conditions Affect Junior College Programs," *Educational Press Bulletin* (February 1940), 31:9-10.

5092. VON ROEDER, H. S., *Aims, Objectives, and Functions of Texas Junior Colleges as Revealed in Their Catalogs*, University of Texas, Austin, Texas, 1936.

Studies 18 municipal, nine private and denominational, and the two state junior colleges of Texas.

5093. VON ROEDER, H. S., *A Study of the Public Junior Colleges of Texas with Special Reference to the Curriculum*, Austin, Texas, 1940, 547 pages.

\* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells, (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

Unpublished dissertation for Doctor of Education at the University of Texas. A comprehensive study dealing with history, aims, program of studies, courses offered, personnel factors and other significant features related to the curricula of 20 public junior colleges. Based primarily upon catalogs, reports to state department of education, and extensive special questionnaire.

5094. WADSWORTH, LAURA ELLEN, *A History of Junior Colleges in Missouri Since 1930*, Columbia, Missouri, 1937, 163 pages. ms.

Unpublished Master's thesis, University of Missouri.

5095. WAGNER, ELMER E., "The Curriculum Classification of Junior College Students," *Education Abstracts* (January 1941), 6:7.

Abstract of monograph with same title by Henry I. Weitzel. See No. 5119.

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